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ABSTRACT

This directory describes current and newly expired projects funded under the Office of Special Education and Rehabilitative Services (OSERS) Secondary Education and Transition Initiative. The projects focus on postsecondary education, dropouts, self-determination, training and employment, transition of special populations, outreach, and family networking. The compendium is divided into four sections: (1) the "Overview of Project Profiles" contains a summary description of both current and expired federal funding competitions; (2) the "Summary of Competition Profiles" provides a description of each federal funding competition represented, including funding priorities, the competition's purpose, the funding authority, eligible recipients, funds available, number of grants awarded, and grant duration; (3) the "Project Profiles" are grouped by region and by competition within each region, with each regional section containing a description of the region, identification of the competitions represented in each region, and summaries of the relevant data across competitions and projects; and (4) the "Indexes" which provide a guide to the projects' key personnel, location, disabilities served, competitions, barriers to project implementation, and project titles. (DB)

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Compendium of Transition Model Demonstration Programs

1994

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COMPENDIUM

OF

TRANSITION MODEL DEMONSTRATION PROGRAMS

1994

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PREFACE

This document, which has been produced by the Evaluation Technical Assistance Program at the Transition Research Institute at Illinois, is a directory of current and newly expired projects funded under the Office of Special Education and Rehabilitative Services (OSERS) Secondary Education and Transition Initiative. The information and descriptive data contained in the Project Profiles and summary sections were derived in part from the Transition Project Annual Survey Forms for Ongoing Projects, New Projects, and Expired Projects completed by OSERS-funded project directors in early 1994. In some cases, additional project information was obtained from the original grant applications and previous years' profiles. The information in the individual competition profiles was gathered directly from the grant announcement packets for each competition.

Regional Focus Continues

The content of the 1994 Compendium is again organized by region (as defined by the six federal regional resource centers). These six regions are defined as follows:

- **Region I (Northeast)** - Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, and Vermont.
- **Region II (Mid-South Atlantic)** - Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, Washington, D.C., and West Virginia.
- **Region III (South Atlantic)** - Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, New Mexico, Oklahoma, Puerto Rico, Texas, and the Virgin Islands.
- **Region IV (Great Lakes Area)** - Illinois, Indiana, Michigan, Minnesota, Ohio, Pennsylvania, and Wisconsin.
- **Region V (Mountain Plains)** - Bureau of Indian Affairs, Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming.
- **Region VI (Western)** - Alaska, American Samoa, Arizona, California, Commonwealth of the Northern Marianas, Federated States of Micronesia, Guam,

Hawaii, Idaho, Nevada, Oregon, Republic of the Marshall Islands, Republic of Palau, and Washington.

Compendium Divisions

The 1994 Compendium is divided into four sections:

- The Overview of Project Profiles contains a summary description of both current and expired competitions, as well as data collected from current projects.
- The Summary of Competition Profiles provides a description of each competition represented in this Compendium. For each of these funding priorities, the individual profile summarizes the purpose of the competition, and identifies the authority under which the competition was funded, the eligible recipients, the funds available over the life of the competition, the number of grants awarded, and the duration of each grant award.
- The Project Profiles are grouped by region, and by competition within each region. Each section contains a description of the region, identifies the competitions represented in each region, and summarizes relevant data across competitions and projects. The summaries of regional project profiles summarize the data reported in the individual profiles of current projects across each region.

In 1994, federal funding was terminated for 28 projects. Summaries and project profiles for these recently expired projects are provided for each region and are located after the presentation of current project profiles for that region. The individual expired project profiles specify the original project purpose and, if reported, the focus of the expired project's continuation activities, the project components being continued (and by whom), and the products available from the project. In many cases, dissemination and replication activities are continuing for these projects.

- The Indexes provide a guide to projects' key personnel, location, disabilities served, competitions, barriers to project implementation, and project titles.

The Compendium is an annual publication of the Transition Institute at Illinois intended for use by project directors, OSERS project officers, and Transition Institute staff. Others involved in the transition effort may also find this document useful for obtaining an up-to-date view of the nationwide transition effort being supported by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Users of the Compendium are encouraged to communicate directly with project contact persons listed on the profiles to obtain information about specific projects. Users are also urged to submit comments and suggestions for how to improve the usability and effectiveness of future editions of the Compendium.

Points of view or opinions expressed in this document do not necessarily represent the U.S. Department of Education's position or policy; the contents are presented for information only, and no endorsement is intended.

Frank R. Rusch, Director
Transition Research Institute

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This Compendium could not have been completed without the able and indispensable assistance of several individuals. Hui-Ju Huang created the dBASE files and entered the preliminary data from the survey forms. Joe Beason of OCCSS (Office of Computing and Communication for the Social Sciences, University of Illinois) created the seven maps showing project distribution by competition using MapInfo 3.0 software. June Chambliss and her capable staff in the College of Education Word Processing Department typed (and retyped) the final copy—a formidable task. We are indebted to these individuals for their help, without which this Compendium could not have been completed.

OVERVIEW OF PROJECT PROFILES

The 1994 Compendium of Project Profiles focuses on the status of 99 projects currently funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), as part of the Transition Initiative. Since 1984, 364 model demonstration projects have developed a wide range of service delivery models that have facilitated the transition of youths and adults with disabilities from secondary special education to a number of postsecondary environments, including higher education, employment, and community integration. This Overview begins with a general description of the 17 grant competitions funded since 1984 (see Table 1). Figure 1 presents the geographical distribution of the 364 projects funded during the past nine years.

The remainder of this overview describes in tables, figures, and text the characteristics of the 99 current model projects funded in five competitions: 84.078C, 84.158D, 84.158K, 84.158P, and 84.158Q. Figure 2 shows the geographical distribution by total number of current projects as of July 1994, while Figure 3 shows the geographical distribution of current projects by competition. Figure 4 lists the types of grant award recipients in all five competitions (e.g., universities, education agencies, etc.). Eligible award recipients were specified for each competition. As illustrated, the most common grant recipients were universities, four-year colleges, and university-affiliated programs, followed by private not-for-profit agencies, community colleges, and education agencies. The most common geographic units served were metropolitan areas containing more than 100,000 people, followed by states, regions within states, and town and cities of 2,500-50,000 people.

Table 2 profiles the response rates for the surveys mailed to new and ongoing model demonstration projects. While response rates varied by region, the overall response rate of 88.8% is quite high. New projects returned a higher percentage of their survey forms

Table 1

Summary of OSERS Model Demonstration Project Competitions in Transition
(N = 364)

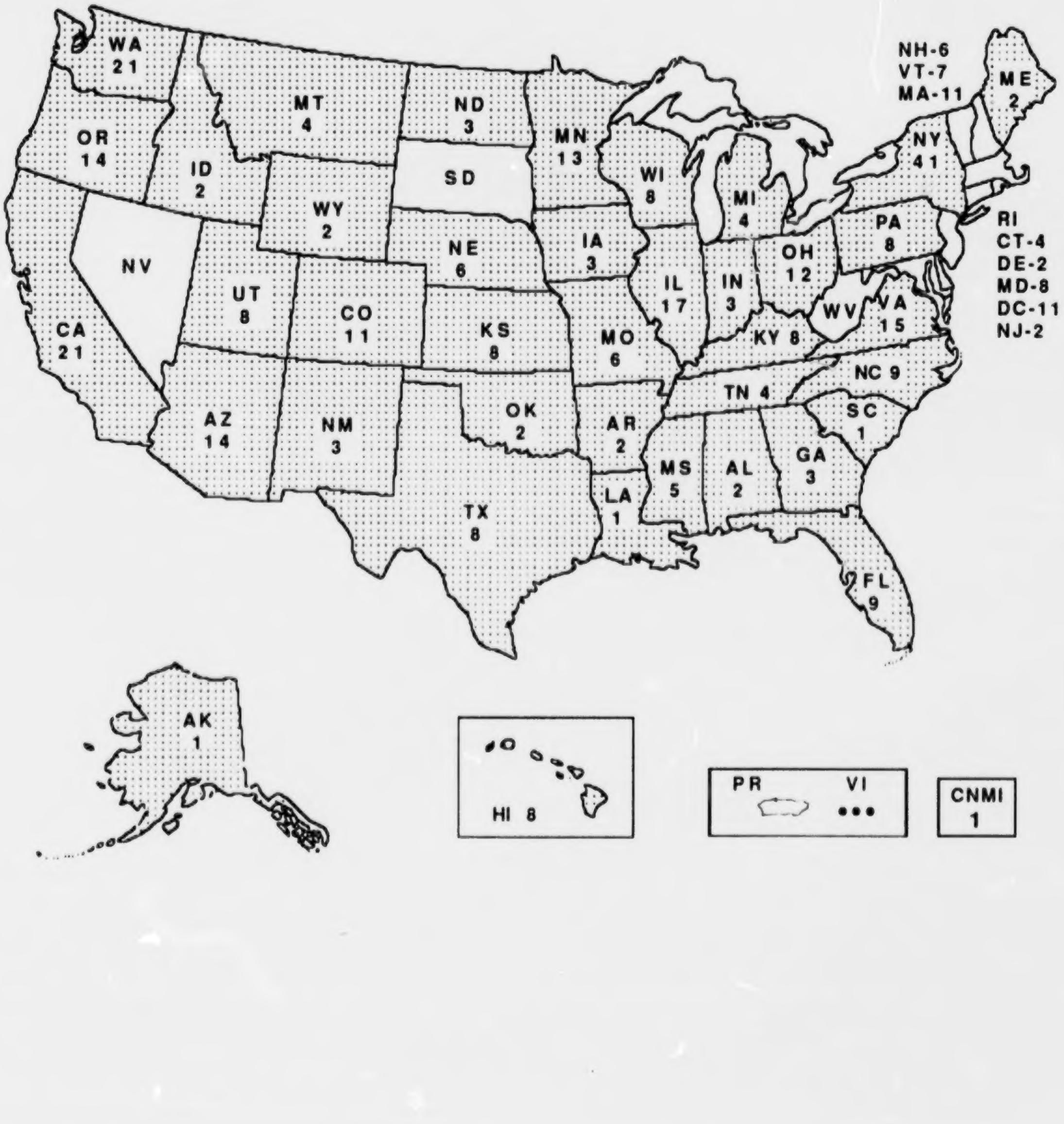
TYPE OF PROJECT	COMPETITION	FUNDED GRANTS (N)	INTENT OF PROJECT
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/ Youth Employment Projects	84.023D	12 Expired	To demonstrate innovative approaches to transition using direct service delivery.
Research in Education of the Handicapped: Handicapped Children's Model Demonstration Projects/ Postsecondary Projects	84.023G	15 Expired	To support new model demonstration projects that link transitioning individuals to community-based training programs and services.
Postsecondary Education Programs for Handicapped Persons: Demonstration Projects for Mildly Mentally Retarded and Learning Disabled	84.078B	15 Expired	To stimulate higher education (post-secondary, vocational, technical, continuing, or adult education) possibilities for persons with mild disabilities.
Postsecondary Demonstration Projects	84.078C	123 (77 Expired)	To focus on special adaptations of postsecondary services.
Innovation Programs for Severely Handicapped Children: Transition Skills Development for Severely Handicapped (Including Deaf-Blind Youth)	84.086M	10 Expired	To design, implement, and disseminate practices which facilitate the transition of youth with severe handicaps to employment.
Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Individuals.	84.128A	5 Expired	To establish demonstration projects for providing comprehensive programs in vocational rehabilita-tion services for persons with severe disabilities.
Secondary Education and Transitional Services for Handicapped Youth - Service Demonstration Models.	84.158A	16 Expired	To support projects that would develop and establish exemplary school-community models for specific vocational training and job placement.
Secondary Education and Transitional Services for Handicapped Youth	84.158B	11 Expired	To design cooperative models (SEA or LEA) that facilitate effective planning to meet employment needs of exiting students with disabilities.
Secondary Education and Transitional Services for Handicapped Youth: Models for Planning and Implementation of Transitional Services.	84.158C	39 Expired	To support projects designed to plan and develop cooperative models for activities among SEA's or LEA's and adult service agencies.
Secondary Education and Transitional Services for Handicapped Youth: Models for Providing Disabled, Mainstreamed, Learning Disabled and Other Mildly Handicapped Students with Job Related Training	84.158L	10 Expired	To identify job-related training needed by secondary students with mild disabilities.

Table 1 (continued)

TYPE OF PROJECT	COMPETITION	FUNDED GRANTS (N)	INTENT OF PROJECT
Training and Employment Models for Youth with Handicaps.	84.158N	28 Expired	To prepare and place youth with severe disabilities into supported employment prior to leaving school.
Secondary and Transition Services Follow-up/Follow-Along Projects	84.158R	14 Expired	To encourage follow-up and follow-along studies to document the impact of transition services, and to revise program options based on analysis of outcome data.
Family Networking	84.158S	7 Expired	To assist youth with disabilities and their families in identifying, accessing, and using formal and informal networks to obtain needed supports and services to maximize independence in adult life.
Demonstration Projects to Identify and Teach Skills Necessary for Self-Determination	84.158K	26 (6 Expired)	To identify the skills and characteristics necessary for self-determination, as well as the in-school and out of school experiences that lead to the development of self-determination.
Multi-District Outreach	84.158Q	8	To support projects that enhance the capacity of local educational agencies by promoting the implementation of proven transition models, or selected components of these models, in multiple school districts within a state based upon specific needs.
Research Projects on the Transition of Special Populations to Integrated Postsecondary Environments	84.158P	14	To support research projects on effective strategies to provide transitional services to youths with disabilities, 16 through 21, one or more of the following special populations: adjudicated youths, youths with severe emotional disturbances, or youths with severe physical disabilities (including TBI)
Youths with Disabilities Who Have Dropped Out of School	84.158D	11	To identify, recruit, train and place youths with disabilities who have dropped out of school

Figure 1

Geographic distribution of current and expired projects as of July 1994
($\underline{N}$ = 364)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SC 1
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NY 41
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NJ-2
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Figure 2

Geographic distribution of current projects as of July 1994
(N = 99)

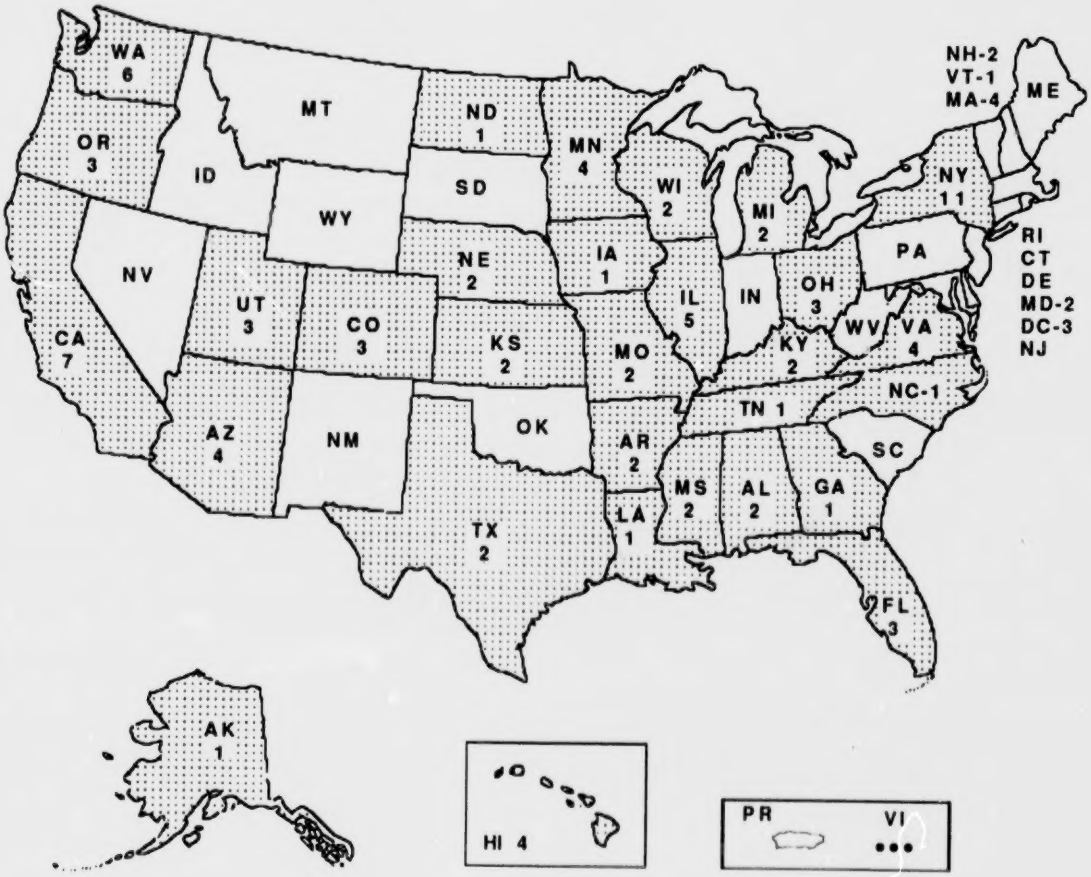
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Figure 3
Geographic distribution of current projects by competition as of July 1994
(N = 99)

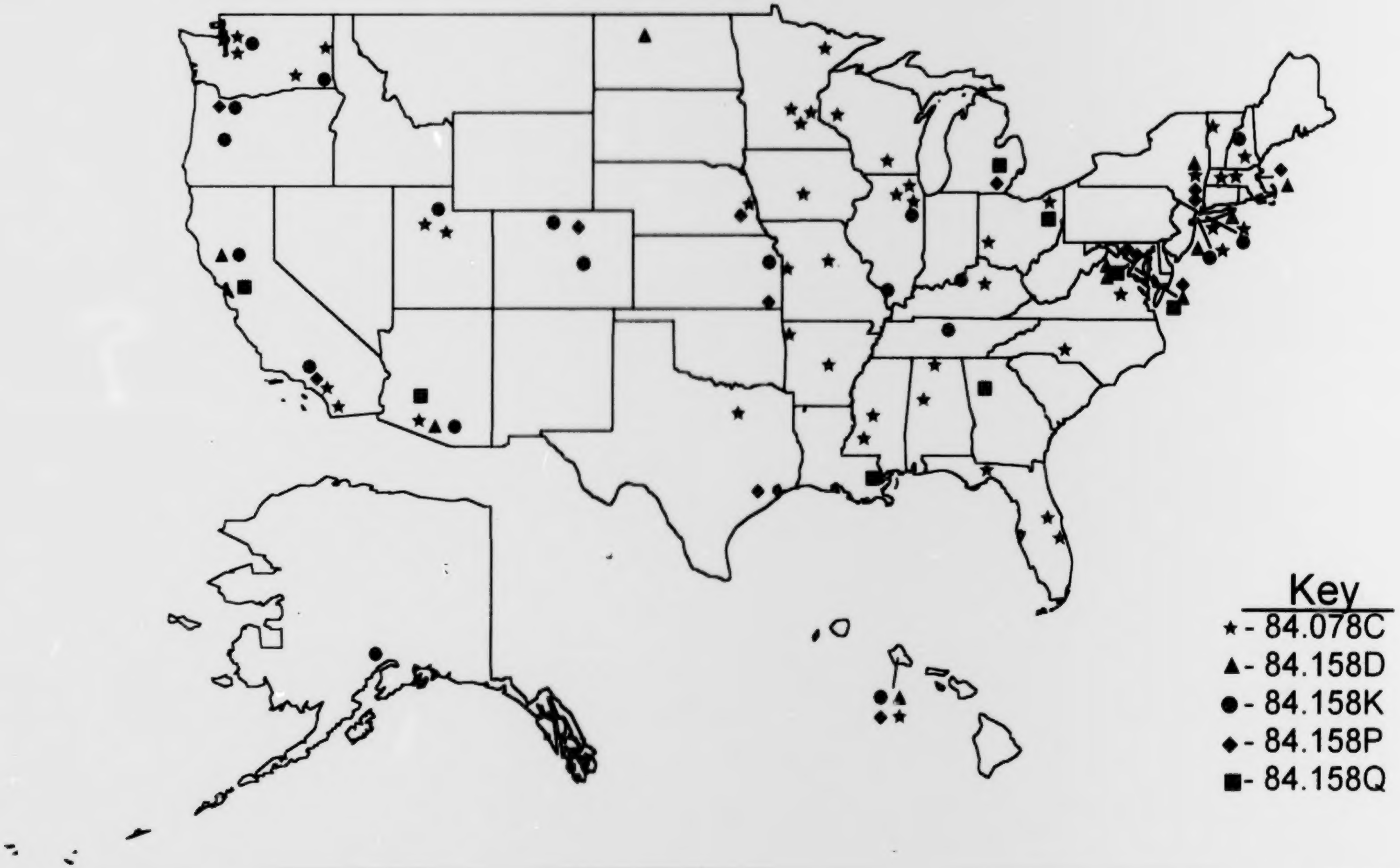
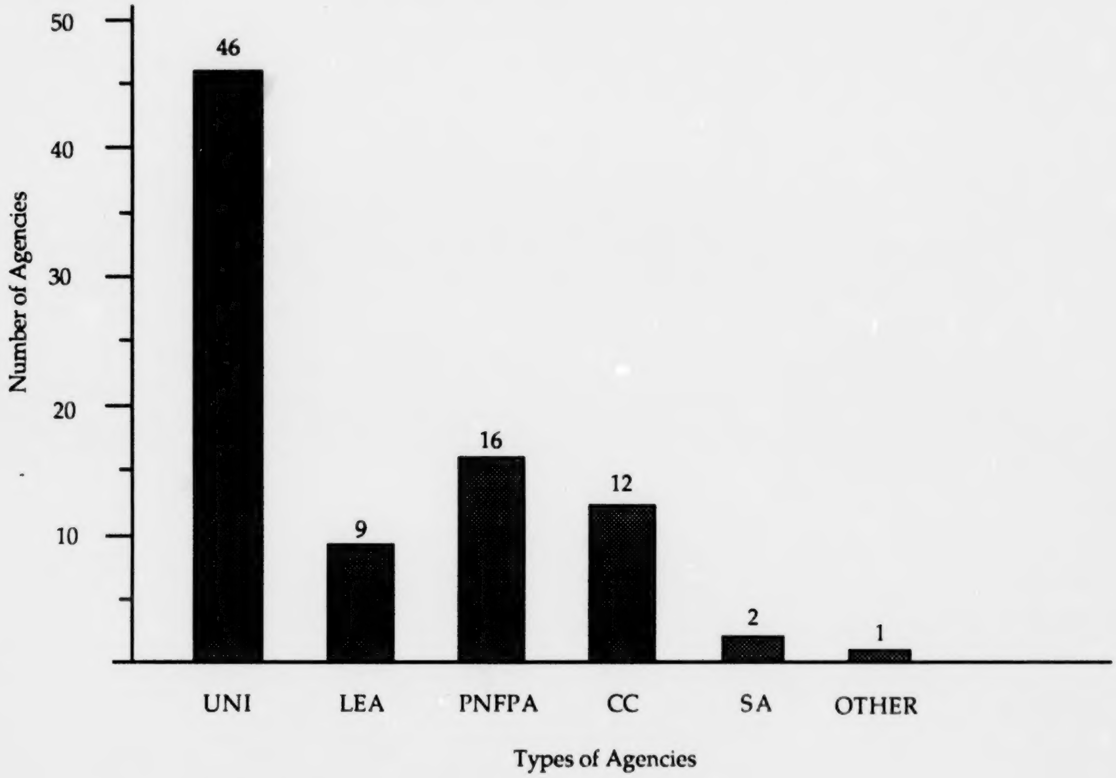

Key
★ - 84.078C
▲ - 84.158D
● - 84.158K
◆ - 84.158P
■ - 84.158Q

Figure 4

Types of Primary Grant Recipients
for Current Model Demonstration Projects
($\underline{N}$ = 86)

Competition $\underline{N}$ = 5; Project $\underline{N}$ = 99



UNI	Universities, four-year colleges, and University Affiliated Programs
EA	Education agencies (state, local, intermediate, or tribal)
PNFPA	Private not-for-profit agencies
CC	Community Colleges
SA	State agencies
OTHER	Other

Table 2

Active Projects

Survey Response Summary

1994

Region	Number of Projects Per Region			Number and Percentage of Projects Responding Per Region			
	New	Ongoing	Total	New	Ongoing	Total	Percentage
I - Northeast	7	11	18	7	8	15	83%
II - Mid-South	8	5	13	7	4	11	84.6%
III - South Atlantic	4	9	13	4	8	12	92%
IV - Great Lakes Area	2	14	16	2	14	16	100%
V - Mountain Plains	4	10	14	4	8	12	85%
VI - Western	9	16	25	9	13	22	88%
Overall Totals	34	65	99	33	55	88	88.8%

Response Rate for New Projects (N=34) = 97%

Response Rate for Ongoing Projects (N=65) = 84.6%

than ongoing projects, 97% (all but one responded) versus 84.6% (11 not responding). The survey return rate for expired projects was disappointing. With 28 projects expiring in 1993, only 13 or 46% returned their surveys. Tables and summaries of reported information which appear in this Compendium, therefore, reflect data only from those new, ongoing, and expired projects who actually returned their surveys OR who informed us that pertinent data had not changed since their last report.

Table 3 lists by competition which disability categories will be served by new model demonstration projects (N = 34) during their three-year funding period. Table 4 provides the actual number of individuals being served by ongoing model demonstration projects (N = 65) identified by competition number and disability category.

Figure 5 illustrates the percentage of individuals with disabilities served by the five current competitions. Of the 4,621 reported as receiving services during 1993-1994, 25% have specific learning disabilities, 13.3% have orthopedic impairments, 7% have serious emotional disturbances, 6.9% have mental retardation, and 6.3% have multiple disabilities.

In addition to targeting youths and adults with disabilities, most of the model demonstration projects provide related services or training to professionals, paraprofessionals, or parents who assist in the transition process. Table 5 lists by competition projections for providing developmental training to targeted audiences by new model demonstration projects (N = 34). Table 6 provides the actual number of individuals to whom developmental training is currently being provided by ongoing model demonstration projects (N = 65). Specifically, across five competitions, related services or training are being provided to 5,893 education personnel, 8,123 non-education personnel, 2,027 children/individuals with special needs, 318 family members other than parents, 5,257 service delivery system personnel, and 1,167 parents with and without special needs.

Table 3

Disability Categories To Be Served By New Model Demonstration Projects
Projection - By Competition
(N = 34)

	Competition				
Disability Category	84.078C	84.158D	84.158K	84.158P	Totals
Autism	1	0	0	0	1
Serious Emotional Disturbance	5	3	2	1	11
Visual Impairment Including Blindness	11	0	1	0	12
Deafness	9	0	0	0	9
Deaf-Blindness	3	0	0	0	3
Developmentally Delayed	2	2	3	0	7
Dropout	2	8	0	0	10
Economically Disadvantaged	2	5	2	0	9
Hearing Impairment (NOT including deafness)	5	0	1	0	6
Mental Retardation	2	2	4	0	8
Multiple Disabilities	8	1	2	0	11
Orthopedic Impairment (includes all physical disabilities):					
Cerebral Palsy	8	0	1	1	10
Spinal Bifida	8	0	1	1	10
Spinal Cord Injury	8	0	0	1	9
Other Physical Disability	9	0	1	1	11
Other Health Impairment:					
AIDS or AIDS Complex	5	0	0	0	5
Cancer	5	0	0	0	5
Epilepsy	8	0	1	0	9
Inner Cranial Hemorrhage	0	0	0	0	0
Low Birth Weight	0	0	1	0	1
Medically Fragile	1	0	1	0	2
Substance Withdrawal	3	1	1	0	5
Technology Dependent	2	0	1	0	3
Traumatic Head Injury (including TBI)	8	0	0	2	10
Specific Learning Disability	10	6	2	0	18
Speech or Language Impairment:					
Articulation Disorder	1	0	1	0	2
Cleft Palate	2	0	1	0	3
Language Disorder	3	0	1	0	4

NOTE: Column numbers represent the number of projects that have indicated they may serve a disability category, NOT the number of individuals to be served.

Table 4

Individuals With Disabilities Served by Ongoing Model Demonstration Projects By Competition - 1993-1994

(N = 65)

	Competition					
	84.078C	84.158D	84.158K	84.158P	84.158Q	Totals
Autism	4	0	22	0	0	26
Serious Emotional Disturbance	223	1	103	0	2	329
Visual Impairment Including Blindness	124	1	7	0	5	137
Deafness	31	1	54	0	0	86
Deaf-Blindness	21	0	2	0	0	23
Developmentally Delayed	25	0	87	0	0	112
Dropout	0	146	0	0	0	146
Economically Disadvantaged	50	34	100	0	0	184
Hearing Impairment (NOT including deafness)	74	3	8	1	8	94
Mental Retardation	62	2	57	1	197	318
Multiple Disabilities	79	0	13	199	0	291
Orthopedic Impairment (includes all physical disabilities)	103	0	1	0	5	109
Cerebral Palsy	46	0	29	4	0	79
Spina Bifida	8	0	10	1	0	19
Spinal Cord Injury	52	0	0	4	0	56
Other Physical Disability	349	0	5	0	0	354
Other Health Impairment						
AIDS or AIDS Complex	2	0	0	0	0	2
Cancer	4	0	0	0	0	4
Epilepsy	33	0	3	2	2	40
Inner Cranial Hemorrhage	0	0	0	0	0	0
Low Birth Weight	0	0	0	0	0	0
Medically Fragile	0	0	1	0	0	1
Substance Abuse Withdrawal	79	0	0	0	0	79
Technology Dependent	0	0	0	0	0	0
Traumatic Head Injury (including TBI)	91	0	2	3	1	97
Specific Learning Disability	733	124	217	2	85	1,161
Speech or Language Impairment						
Articulation Disorder	6	3	4	0	0	13
Cleft Palate	0	0	0	0	0	0
Language Disorder	51	35	9	0	0	95
Not Specified	452	306	8	0	0	766

Figure 5

Percent of Individuals Served by Disability Category
1993-1994

Competition N = 5; Project N = 99; Individuals Served = 4,621

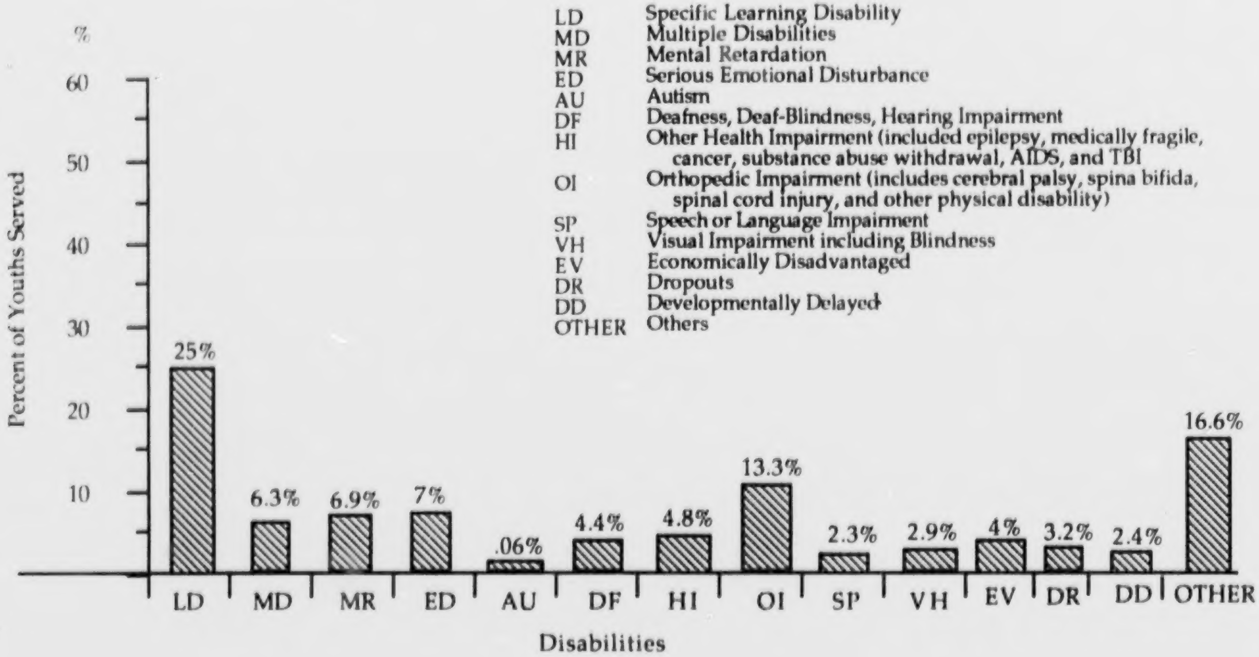


Table 5

Related Developmental Training to be Provided by New Model Demonstration Projects
Projection - By Competition

(N = 34)

	Competitions				
Targeted Audiences	84.078C	84.158D	84.058K	84.158P	Totals
Child/Individual with Special Needs	5	3	5	1	14
Parents	3	2	5	1	11
Family members other than parents	1	1	1	0	3
Friends	0	0	1	0	1
Personnel					
Adult service providers	5	1	3	0	9
Caregivers	0	0	3	0	3
Case managers	2	2	3	0	7
Education personnel	12	3	4	1	20
Employers	12	2	1	1	16
Head Start personnel	0	0	0	0	0
Health professionals	2	0	2	0	4
Home visitors	0	0	0	0	0
Job Coaches	2	2	2	1	7
Medical personnel	1	0	0	0	1
Paraprofessionals	1	1	2	0	4
Peer/Co-workers	4	2	1	0	7
Recreation personnel	1	1	0	0	2
Rehabilitation personnel	7	2	1	1	11
Related services personnel	5	1	2	0	8
Special education personnel	6	4	2	1	13
Vocational educators	7	3	3	1	14
Service Delivery System					
Community health	1	1	1	0	3
Community mental health	1	1	1	0	3
Community recreation	1	1	1	0	3
Community social services	1	1	1	0	3
Interagency coordinating council	3	2	1	0	6
Local education	3	4	1	1	9
State developmental disabilities	1	2	1	0	4
State education	5	1	1	1	8
State health	1	1	1	0	3
State human	2	1	1	0	4
State mental health	2	1	1	0	4
State rehabilitation	7	3	1	0	11
Other service delivery system	1	1	2	0	4

NOTE: Column numbers represent the number of projects that have indicated they may provide related developmental training, NOT the number of individuals to be served.

Table 6

Number of Individuals Receiving Developmental Training Through Ongoing Model Demonstration Projects By Competition - 1993-1994

(N = 65)

	Competition					
Targeted Audiences	84.078C	84.158D	84.158K	84.158P	84.158Q	Totals
Child/Individual with Special Needs	1,319	25	457	53	173	2,027
Parents						
No special needs	129	0	429	36	186	780
Special Needs**	179	0	8	200	*	387
Family members other than parents	103	0	74	30	111	318
Friends	82	0	89	0	100	271
Personnel						
Adult service providers	88	32	156	7	341	624
Caregivers	12	0	11	10	0	33
Case managers	89	0	215	10	140	454
Education personnel	5,534	5	227	20	107	5,893
Employers	1,914	53	15	43	92	2,117
Head Start personnel	199	0	0	0	0	199
Health professionals	121	0	24	0	0	145
Home visitors	0	0	0	0	0	0
Job Coaches	1	2	65	0	136	204
Medical personnel	49	0	8	0	0	57
Paraprofessionals	176	3	25	18	27	249
Peer/Co-workers	883	0	*	20	0	903
Recreation personnel	1	0	42	6	8	57
Rehabilitation personnel	261	*	95	1	204	561
Related services personnel	52	5	26	6	69	158
Special education personnel	227	*	63	61	1,413	1,764
Vocational educators	377	12	2	2	205	598
Service Delivery System						
Community health	22	0	6	0	0	28
Community mental health	41	0	16	0	61	118
Community recreation	0	0	36	0	8	44
Community social services	180	0	45	0	0	225
Interagency coordinating council	117	1	0	0	9	127
Local education	160	*	118	*	630	908
State developmental disabilities	54	0	47	0	2	103
State education	2,371	*	55	0	50	2,476
State health	0	0	0	0	2	2
State human	0	0	0	0	2	2
State mental health	*	0	20	0	2	22
State rehabilitation	542	*	100	0	38	680
Other service delivery system	519	3	0	0	0	522

* This audience was served, but no number was provided.

** (i.e., parents who are abusive, adolescent, disabled, limited English proficiency, migrant, single, substance abusing, or surrogate).

Products developed by the model demonstration projects constitute one of the primary types of outcomes associated with program implementation. These products are considered essential to program dissemination and replication — two primary goals identified by OSERS for funded projects. Table 7 depicts the types and numbers of products anticipated by project staff. Overall, brochures, journal articles, and training manuals were the most frequently cited products, followed by video tapes, student handbooks, and project developed instruments. Many of the products produced to date by the 364 OSERS-funded transition projects are catalogued in the Transition Research Institute Library.

Table 7

Project Products Planned by Current Projects
(N = 84)

	Competition					
Targeted Audiences	84.078C	84.158D	84.158K	84.158P	84.158Q	Totals
Brochure	35	9	11	2	4	61
Newsletter	12	2	2	1	-	17
Parent Handbook	-	-	8	1	1	10
Student Handbook	18	2	8	2	-	30
Training Manual	19	3	11	1	4	38
Project Developed Instruments	11	4	7	7	1	30
Slide Presentation	2	1	1	-	-	4
Video Tape	19	6	7	-	2	34
Curricula	16	3	9	1	-	29
Journal Articles	19	2	9	7	4	41
Replication Manual	14	2	6	1	1	24
Other	20	3	3	3	1	30

SUMMARY OF COMPETITION PROFILES FOR ACTIVE AND EXPIRED PROJECTS

The following section presents summaries of the individual grant competitions represented in this Compendium and is based on information from the actual grant application packet. Each is updated where necessary to reflect subsequent competitions. Five federally funded competitions are represented in the active projects in the current edition: Postsecondary Demonstration Projects (84.078C), Youths with Disabilities Who Have Dropped Out of School Projects (84.158D), Self-Determination Projects (84.158K), Research Projects on the Transition of Special Populations (84.158P), and Multi-District Outreach Projects (84.158Q). Two other competitions are represented in the expired projects in the current edition: Training and Employment Projects (84.158N) and Family Networking Projects (84.158S).

COMPETITION PROFILE: CFDA 84.078C

POSTSECONDARY DEMONSTRATION PROJECTS

INITIAL COMPETITION: 3/7/85
SECOND COMPETITION: 12/16/85
THIRD COMPETITION: 12/8/86
FOURTH COMPETITION: 12/18/87
FIFTH COMPETITION: 11/10/88
SIXTH COMPETITION: 9/14/89
SEVENTH COMPETITION: 1/22/92
EIGHTH COMPETITION: 4/8/92
NINTH COMPETITION: 4/23/93

PURPOSE OF COMPETITION

The purpose of this competition was to provide assistance for development, operation, and dissemination of specially designed model programs of postsecondary, vocational, technical, continuing, or adult education for individuals with disabilities. The absolute priority for this competition was model projects of supportive services to individuals with handicapping conditions, other than deafness, focusing on specifically adapted or designed educational programs that coordinate, facilitate, and encourage education of these individuals with their nondisabled peers.

Applicants were encouraged to consider program and curricular adaptations or modifications or the creation and enhancement of placement linkages that would improve the transition to work. In the initial competition, applicants were encouraged to develop models of generic postsecondary services for students, that improve the transition to work, including program adaptation, curricula design and modification, program organization, and placement linkages.

Projects in vocational technical schools and institutions and at community colleges and other two-year institutions were especially invited. Projects were to produce information and practices that would facilitate replication in other agencies and improve work opportunities for persons with disabilities in postsecondary settings.

The next two competitions also focused on the absolute priority of the initial competitions; however, the invitational priority for these competitions specified a focus on individuals with specific learning disabilities. The third competition emphasized a focus on new or innovative methods of improved support services, curricular modifications, and/or program adaptations for students with disabilities. The fourth competition priority supported model programs that provide development or refinement of employment-related skills to youths with mild and moderate disabilities.

In the fifth competition, the priority was to improve vocational outcomes for youths who have recently completed secondary education programs, and to focus on short- and long-term educational interventions necessary to assist youths in securing competitive employment.

In the sixth competition, emphases included (a) locating and serving youths and adults with disabilities who are in need of continued educational services, working cooperatively with secondary schools, as appropriate; (b) achieving appropriate job placements for persons with disabilities served through individualized education interventions; and (c) providing follow-up and follow-along activities for persons with disabilities served in the project who are placed in jobs.

In the seventh, eighth, and ninth competitions, emphases included (a) developing inservice training programs for faculty, staff, and career placement office personnel; (b) obtaining the involvement of employers by placement offices in campus-based career opportunities; (c) increasing placement percentages for students with disabilities by the forming of cooperative agreements; (d) enhancing the career experiences of students with disabilities by facilitating opportunities for needed work experiences; and (e) providing technical assistance to administrators, faculty, and staff of postsecondary educational programs.

AUTHORITY

Authority for this program is contained in Section 625 of Part C of the Individuals with Disabilities Education Act.

ELIGIBLE RECIPIENTS

State education agencies, institutions of higher education, junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies were eligible for each of the eight competitions.

FUNDS AVAILABLE

Approximately $1,000,000 was available for support of an estimated 12-14 new grants in fiscal year 1985. The approximate amount available for the second competition (fiscal year 1986) was $800,000 for support of 12 new demonstration projects. The approximate funds available for FY 1987 was $1,000,000 for an estimated 10 awards. In FY 1988, the approximate amount of funds for 11 awards were $1,000,000, and for the fifth competition (FY 1989), approximately $800,000 was available for an additional 10 model projects. For FY 1990, approximately $1,159,000 was available for an estimated 12 awards. For FY 1991 approximately $2,351,000 was awarded for an estimated 22 awards, and for FY 1992 approximately $2,000,000 was available for an estimated 20 awards. For FY 1993, approximately $1,800,000 was available for an estimated 18 awards.

NUMBER OF GRANTS AWARDED

In FY 1985, 14 demonstration grants were awarded, and in FY 1986, 13 new demonstration grants were awarded. Twenty new grants were awarded in FY 1987, 11 in FY 1988, nine in FY 1989, nine in FY 1990, 17 for FY 1991, 14 for FY 1992, and 15 for FY 1993. Presently there are 46 active projects in this competition. Nine projects expired in 1993.

DURATION OF GRANTS

For FY 1985 and FY 1986, approval was for two- and three-year periods, subject to an annual review of progress and availability of funds. For FY 1987, grant approval was for one-, two-, and three-year periods. All grants awarded in FY 1988-1993 were for a three-year period.

NOTE: See Competition Index on p. 363 for locations of active and expired projects in this competition.

COMPETITION PROFILE: CFDA 84.158D

MODEL DEMONSTRATION PROJECTS TO IDENTIFY, RECRUIT TRAIN, AND PLACE YOUTHS WITH DISABILITIES WHO HAVE DROPPED OUT OF SCHOOL

INITIAL COMPETITION: 4/8/92
SECOND COMPETITION: 4/23/93

PURPOSE OF COMPETITION

The purpose of this priority was to support model demonstration projects implementing effective strategies to identify, recruit, train, and place youths with disabilities who have dropped out of school.

Emphasis included (a) developing techniques for locating and recruiting youths with disabilities who have dropped out of school and (b) identifying the unique curriculum modifications and supports that are needed to ensure their program participation and completion.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Local educational agencies.

FUNDS AVAILABLE

In this initial competition, approximately $840,000 was expected to be available to support up to eight projects. The approximate funds available for the second competition was $630,000 for support of up to 6 projects.

NUMBER OF GRANTS AWARDED

Two new grants were awarded in the initial competition. Nine new projects were funded for FY 1993, for a total of 11 active projects.

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

NOTE: See Competition Index on p. 363 for locations of active and expired projects in this competition.

COMPETITION PROFILE: CFDS 84.158K

DEMONSTRATION PROJECTS TO IDENTIFY AND TEACH SKILLS NECESSARY FOR SELF-DETERMINATION

INITIAL COMPETITION: 9/14/89
SECOND COMPETITION: 1/22/92
THIRD COMPETITION: 4/8/92
FOURTH COMPETITION: 4/23/93

PURPOSE OF COMPETITION

The purpose of this priority was to support model projects that identify the skills and characteristics necessary for self-determination, as well as the in-school and out-of-school experiences that lead to development of self-determination.

Emphases included (a) strategies to systematically involve youths with disabilities in the types of activities that foster assertiveness, creativity, self-advocacy, and other skills associated with self-determination; (b) development and testing of strategies to assist families and service providers in understanding the importance of self-determination and supporting changes in roles and responsibilities; and (c) strategies to involve adults with disabilities in the transition process as information resources, role models, and advocates.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, local education agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

In the initial competition, approximately $618,000 was expected to be available to support up to five projects. Funding in the second competition was for approximately $796,000. Funding in the third competition was for approximately $928,000. In the fourth competition, approximately $470,000 was available to fund up to four projects.

NUMBER OF GRANTS AWARDED

Five projects were funded in the initial competition, seven were awarded in the second competition, and eight were added in the third competition. Six new projects were funded under the fourth competition for a total of 26 projects (20 active and 6 expired).

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

NOTE: See Competition Index on p. 363 for locations of active and expired projects in this competition.

COMPETITION PROFILE: CFDA 84.158N

TRAINING AND EMPLOYMENT MODELS FOR YOUTHS WITH HANDICAPS

INITIAL COMPETITION: 2/12/88
SECOND COMPETITION: 3/31/89
THIRD COMPETITION: 7/21/89

PURPOSE OF COMPETITION

The purposes of this priority were to develop, demonstrate, and disseminate models for preparing and placing youths with severe disabilities in competitive or supported work prior to leaving school, including introducing these youths to adult service agency support networks. The intended outcome was placement of youths with severe disabilities in competitive or supported employment.

Emphases included (a) partnership with employers and measurement of employer satisfaction; (b) program evaluation to include outcome measures such as initial employment status; (c) working relationships between educational agencies and supported work efforts at the sate and local level; and (d) working partnerships with families who are committed to maximizing independence.

In the second competition, the purpose, emphases, and outcomes remained essentially the same. However, the term "severe" was removed as a description of the target population and replaced with the more general term, "youths with handicaps."

Again, in the third competition, the purpose, emphases, and outcomes remained the same as in the original competition.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local education agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $1,000,000 was expected to be available for up to 10 projects in fiscal year 1988, whereas approximately $1,010,000 was available in fiscal year 1989 for the same number of projects. Approximately $880,000 of FY 1990 funds are available to initially fund these projects for two 12-month budget periods of the total project period. Estimated size of awards ($110,000) is for each 12 months of the project period.

NUMBER OF GRANTS AWARDED

Twenty-eight projects were funded in 84.158N. All have expired.

DURATION OF GRANTS

Project support was available for up to three years in all three competitions for FY 1988, 1989, and 1990, subject to an annual review of progress and availability of funds.

NOTE: See Competition Index on p. 363 for locations of active and expired projects in this competition.

COMPETITION PROFILE: CFDA 84.158P

RESEARCH PROJECTS ON THE TRANSITION OF SPECIAL POPULATIONS TO INTEGRATED POSTSECONDARY ENVIRONMENTS

INITIAL COMPETITION: 1/22/91
SECOND COMPETITION: 4/8/92
THIRD COMPETITION: 4/23/93

PURPOSE OF COMPETITION

The purpose of this priority was to support research projects on effective strategies to provide transitional services to youths with disabilities, 16 through 21 who belong to one or more of the following special populations: adjudicated youth, youths with severe emotional disturbance, or youths with severe physical disabilities (including traumatic head injury).

Emphases included strategies that provide solutions to the problems associated with the transition from school to integrated postsecondary environments, such as competitive or supported employment, postsecondary education, vocational training, continuing education, adult services, or community-based living alternatives.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local educational agencies and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $690,000 was expected to be available to support up to six projects in the initial competition. Approximately $890,000 was made available in 1992 to support up to eight projects. In FY 1993, approximately $550,000 was made available to support up to five projects

NUMBER OF GRANTS AWARDED

Six grants were awarded in the initial competition and four more were awarded in 1992. In 1993, four more projects were awarded, for a total of 14 active projects.

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

NOTE: See Competition Index on p. 363 for locations of active and expired projects in this competition.

COMPETITION PROFILE: CFDA 84.158Q

MULTI-DISTRICT OUTREACH PROJECTS

INITIAL COMPETITION: 1/22/91

PURPOSE OF COMPETITION

The purpose of this priority was to support projects that enhance the capacity of local educational agencies by promoting implementation of proven transition services models, or selected components of these models, in multiple school districts within a state based upon specific needs.

Emphases include accomplishing model implementation, vocational education/training, independent living, supported/competitive employment, information sharing, and on-site observation of model programs.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local educational agencies, and other public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act).

FUNDS AVAILABLE

Approximately $796,000 was expected to be available to support up to seven projects in the initial competition.

NUMBER OF GRANTS AWARDED

Eight grants were awarded in the initial competition.

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

NOTE: See Competition Index on p. 363 for locations of active and expired projects in this competition.

COMPETITION PROFILE: CFDA 84.158S

FAMILY NETWORKING

INITIAL COMPETITION: 3/10/89
SECOND COMPETITION: 7/21/89

PURPOSE OF COMPETITION

The purpose of this priority was to support model demonstration projects that build on existing transition planning processes to assist youths with disabilities and their families in identifying, accessing, and using formal and informal networks to obtain needed supports and services to maximize independence in adult life.

Emphases included (a) ensuring the existence of a planning process that includes the student, his or her family, representatives from the school, and representatives from adult service agencies; (b) assisting youths with disabilities and their families in identifying the range of possible post-school options for living, working, recreation, or postsecondary education; (c) assessing the supports or services needed by the student to participate in different post-school options; (d) teaching students and families how to identify potential formal and informal sources of services and supports for learning to effectively assess and use these sources; and (e) identifying and developing strategies for overcoming barriers to needed supports or services.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Individuals with Disabilities Education Act as amended by P.L. 99-457.

ELIGIBLE RECIPIENTS

Institutions of higher education, state education agencies, local education agencies, and other public and private nonprofit institutions or agencies (including the state job training coordinating councils and service delivery area administrative entities established in the Job Training Partnership Act (27 U.S.C. 1501 et seq.).

FUNDS AVAILABLE

Approximately $315,000 was expected to be available to support up to three projects in the second competition.

NUMBER OF GRANTS AWARDED

Four grants were awarded for fiscal year 1990. Three grants had been awarded for the previous fiscal year, with one project expiring after one year of funding. All projects funded under this competition have expired.

DURATION OF GRANTS

Project support was available for up to three years subject to an annual review of progress and availability of funds.

NOTE: See Competition Index on p. 363 for locations of active and expired projects in this competition.

PROJECT PROFILES

The following Project Profiles section reflects the new organization of the Compendium -- from a competition emphasis to a regional emphasis. Individual project profiles are grouped according to region and listed in order first by competition, and then within each competition by state.

Each group of individual project profiles is preceded by a regional summary which identifies the region, and grant competitions represented in that region, and an overview of the major demographic and operating characteristics of the projects.

The primary sources of data for the individual project profiles were the Transition Project Annual Survey Forms for Ongoing, New, and Expired Projects as completed and returned by project staff during the 1993-1994 project year.

REGION I PROJECT PROFILES

REGIONAL PROFILE

Region I, the Northeast region, is composed of eight states: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, and Vermont. Of these states, only half have active model demonstration projects: Massachusetts (n=4), New Hampshire (n=2), New York (n=11), and Vermont (n=1), for a total of 18 current projects in Region I. Competitions represented are Postsecondary Demonstration Projects (84.078C), Youths with Disabilities Who Have Dropped Out of School Projects (84.158D), Self-Determination Projects (84.158K), and Research Projects on the Transition of Special Populations (84.158P). The first map in this section plots the number of active projects in each state for Region I. The second map plots the approximate location of each project by competition and by Transition Institute number.

GEOGRAPHIC AREA SERVED

Of the 18 current projects, six report serving a metropolitan area of more than 100,000 people, four report serving a state, two report serving towns and cities of 2,500 to 50,000 people, one reports serving a region within a state, and one reports serving an urbanized area of 50,000 - 100,000 people. This information is not available for four projects.

PRIMARY GRANTEE

The type of agency designation for projects in this region is summarized as follows:

7 - universities, four-year college, or UAP

3 - private not-for-profit agency

2 - community college

2 - state agency

1 - education agency (state, local, intermediate or tribal)

This information is not available for three projects.

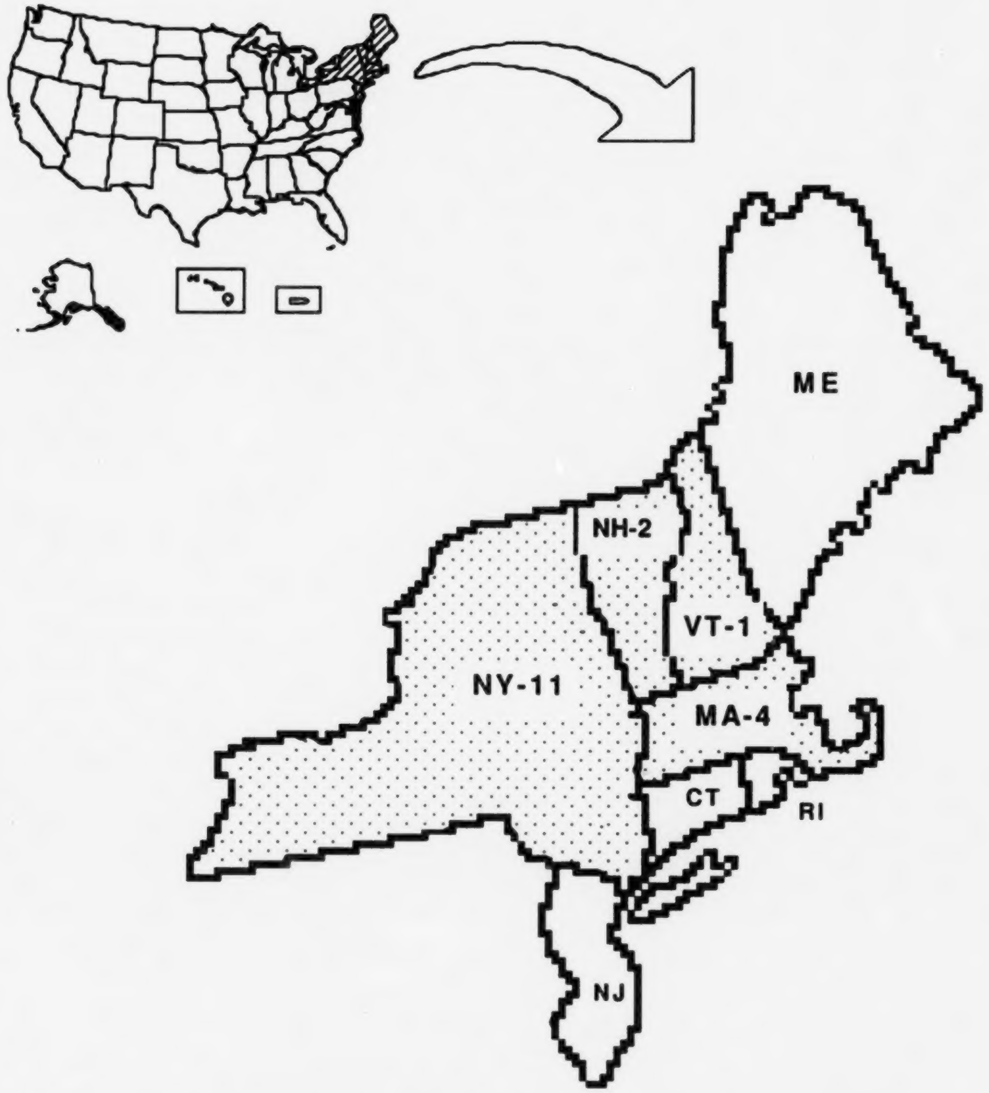
PROJECT PARTICIPANTS

In the target population, 46% have a specific learning disability, and 23% are economically disadvantaged, and 10% are dropouts. The remainder demonstrate the following disabilities: cerebral palsy, spina bifida, mental retardation, developmentally delayed, language disorder, articulation disorder, epilepsy, other physical disability, multiple disabilities, visual impairment including blindness, and serious emotional disturbance.

Targeted audiences provided developmental training in Region I include: 779 individuals with special needs, 19 parents, 4 family members other than parents, 4 friends, 25 education personnel, 312 non-education personnel, and 73 individuals in the service delivery system category.

Geographic Distribution of Model Demonstration Projects in Region I: Northeast as of July 1994

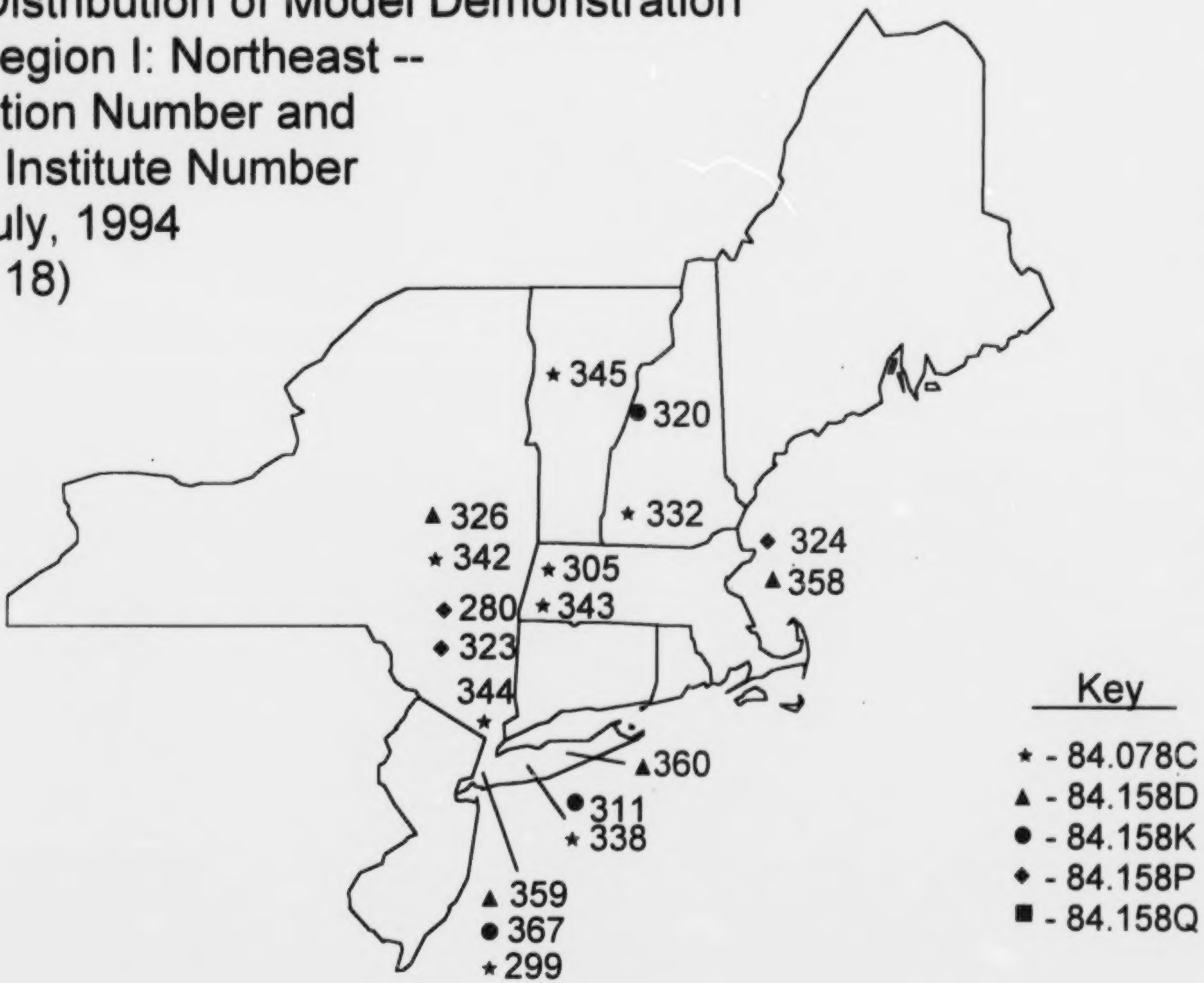
(N = 18)


ME
NH-2
VT-1
NY-11
MA-4
CT
RI
NJ

░ **Shading indicates states where projects are located.**

Number indicates number of projects

Geographic Distribution of Model Demonstration Projects in Region I: Northeast -- By Competition Number and Transition Institute Number as of July, 1994 (N = 18)


★ 345
● 320
▲ 326
★ 342
★ 332
◆ 324
▲ 358
★ 305
★ 343
◆ 280
◆ 323
344 ★
▲360
● 311
★ 338
▲ 359
● 367
★ 299
Key
★ - 84.078C
▲ - 84.158D
● - 84.158K
◆ - 84.158P
■ - 84.158Q

PROJECT I CAN
(INITIATING CAREER ACHIEVEMENT NETWORKS)

Project Title:
Project I CAN (Initiating Career Achievement Networks)

Competition #: 84.078C
(Postsecondary Demonstration Project)

Project Director:
David Baggett

Federal Grant #: H078C10035

Project Coordinator:
David Baggett

Transition Institute #: 305

Contact Person:
David Baggett

Project Start Date: 10/1/91

Mailing Address:
University of Massachusetts
Project I CAN, 123 Berkshire House
Center for Counseling and Academic Development
Amherst, MA 01003-0620

Project End Date: 9/30/94

Region: 1

Telephone #: 413-545-0109

Geographic Service Delivery Area:
State of Massachusetts

Fax #: 413-545-3205

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

The main purpose of the project is to create a model program of integrative services in career education and counseling for students with disabilities in higher education. This will help students with disabilities in higher education to have better access to career tracks.

Expected Outcomes:

The project has three stages: the first phase, which began October 1, 1991, focuses on the development and implementation of a model career plan for students with disabilities in higher education. The second phase is the demonstration of a model career counseling program for the University and other higher education institutions. During phase three, project staff will disseminate model activities via conferences, research and technical papers.

Approach Used to Reach Expected Outcome

Literature reviews, surveys; both faculty and follow-up of graduates, networking and collaborating with other departments and organizations.

PROJECT CONSUMERS FOR CURRENT YEAR

Not applicable - Not a direct service project.

PROJECT IMPACT

Disability Categories

Not applicable - Not a direct service project.

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	625
Case Managers	16
Education Personnel	# not available
Employers	"
Rehabilitation Personnel	"
Special Education Personnel	"
Vocational Educators	"
State Mental Health Service Delivery System	"
State Rehabilitation Service Delivery System	"

Barriers to Project Implementation

1. Lack of personnel.
2. Change of personnel within key offices collaborating with grant.
3. Economic climate—cutbacks in funds to higher education in Massachusetts.

PROJECT SCORE
STUDENTS CREATING OPTIMAL RESOURCES FOR EMPLOYMENT

Project Title:
Project SCORE - Students Creating Optimal Resources for Employment

Project Director:
Kristine Kozuch

Project Coordinator:
Kristine Kozuch

Contact Person:
Kristine Kozuch

Mailing Address:
Springfield Technical Community College
1 Armory Square
P.O. Box 9000
Springfield, MA 01101

Telephone #: 413-781-7822

Fax #: 413-781-5805

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30036

Transition Institute #: 343

Project Start Date: 9/1/93

Project End Date: 8/31/96

Region: 1

Geographic Service Delivery Area:
Region within the State of Massachusetts (i.e., more than one county)

SpecialNet User ID #: N/A

Project Purpose:

Four primary objectives will be pursued during the 36 months of the grant:

1. To develop and evaluate a model, inservice training program that provides community college faculty with information on employment support services for disabled students.
2. To implement a career advising, personal planning and job skills course to ensure the readiness of students for cooperative education, internships and work study placements.
3. To develop pro-active methods for informing local employers about ADA compliance issues.
4. To assemble a handbook of curriculum materials, workshop agenda and qualitative reports and to disseminate via presentations and publications on a national level.

Expected Outcomes:

1. 60 disabled students will enroll in a career planning/job skills course each year of the grant.
2. 45 disabled students will be placed in experiential learning activities in the 2nd and 3rd years.

3. 40 disabled graduates will be placed into unsubsidized, non-sheltered employment by the end of the third year.
4. Training of 50 career education faculty as "adjunct job placement representatives" will occur.
5. The project coordinator will serve as a resource person and research the technologies to identify adaptive equipment that disabled persons may use to perform specific vocational tasks.
6. The project will sponsor an annual half day employer conference on compliance with ADA regulations.
7. A brochure on the project's information referral services and adaptive equipment and employment opportunities will be developed and given to employers.
8. A 10 minute video depicting students will be developed for use in community presentations.

Approach Used to Reach Expected Outcome

Explained in above outcomes.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 100.

ESTIMATED PROJECT IMPACT

Disability Categories:

Serious Emotional Disturbance
Visual Impairment Including Blindness
Deafness
Hearing Impairment (NOT including deafness)
Multiple Disabilities
Cerebral Palsy
Spina Bifida
Spinal Cord Injury
Other Physical Disability
Epilepsy
Traumatic Head Injury (including TBI)
Specific Learning Disability

Related Development Training for Targeted Audiences:

Participants

Employers
Health Professionals
Vocational Educators

THE CAREER INITIATIVES PROJECT

Project Title:
The Career Initiatives Project

Project Director:
Wayne H. Husted

Project Coordinator:

Contact Person:
Wayne H. Husted

Mailing Address:
Keene State College
229 Main Street
Keene, NH 03435-2801

Telephone #: 603-358-2454

Fax #: 603-358-2458

E-Mail: WHUSTED@KEENE.EDU

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20001

Transition Institute #: 332

Project Start Date: 2/1/93

Project End Date: 9/30/95

Region: 1

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000

SpecialNet User ID #: N/A

Project Purpose:

To conduct a three year program designed to develop, evaluate and disseminate a cooperative effort enhancing the role and capacity of the Office of Career Services and Co-Operative Education in arranging pre-employment opportunities and employment placement for students with disabilities.

Expected Outcomes:

Each year of the grant period 15-25 students will enroll and take part in project activities. Internships and/or field experience sites both on and off campus to be developed. A handbook for employers to be developed. Training for faculty/staff/students and employers to be conducted.

Approach Used to Reach Expected Outcome

The four interrelated activities are:

1. Staff Development - including training existing college personnel and employers to provide appropriate and effective service to persons with disabilities.
2. Student Development - including a program of intensive career development activities, counseling and on-campus employment experiences for students with disabilities.

3. Job and Employer Development - including collaboration with employers and vocational rehabilitation professionals as well as technical assistance for students, families and employers on issues of job accommodation.
4. Collaboration and Dissemination - including dissemination through existing journals, networks and associations which address the needs of students with disabilities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

PROJECT IMPACT

Disability Categories:	Number of Individuals Served to Date	Age Range
Information not available.		

Related Developmental Training Targeted Audiences:

Participants	Number of Individuals Participating to Date
Education Personnel	
Employers	
Paraprofessionals	Information not available
Peer/Co-workers	
Rehabilitation Personnel	
Special Education Personnel	
State Education Service Delivery System	
State Rehabilitation Service Delivery System	

CAREER PLACEMENT FOR STUDENTS WITH LEARNING DISABILITIES AT THE FASHION INSTITUTE OF TECHNOLOGY

Project Title:
Career Placement for Students with Learning Disabilities at the Fashion Institute of Technology

Project Director:
Gail Ballard/Roslyn Dolber

Project Coordinator:
Gail Ballard/Roslyn Dolber

Contact Person:
Gail Ballard

Mailing Address:
Fashion Institute of Technology
7th Avenue and 27th Street
New York, NY 10001-5992

Telephone #: 212-760-7994

Fax #: N/A

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10031

Transition Institute #: 299

Project Start Date: 8/15/91

Project End Date: 8/14/94

Region: 1

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #:

Project Purpose:

The purpose of the Career Placement Program at the Fashion Institute of Technology is to improve the ability of the Career Counseling staff to transition learning disabled students from success in college to successful employment in the workforce and to educate industry about the nature and needs of this population.

Expected Outcomes:

1. Learning disabled students completing their college programs will be aided in obtaining full-time or part-time employment related to their college majors.
2. Placement specialists and faculty advisors at the college, as well as industry representatives and potential employers will be informed of learning disabled students' special needs, disabilities and abilities.
3. A model program with emphasis on career preparation and employment of learning disabled students will be created.
4. Outreach to learning disabled high school students, their counselors and parents will be developed.
5. Create a model program that may be duplicated at other institutions—emphasis on career employment of LD students.

Approach Used to Reach Expected Outcome

1. Identification of learning disabled students to participate in the program activities planned.
2. Revision of the computerized Career Guidance System (GURU) so that it is user friendly for LD students.
3. Career Counseling activities and services such as resume writing development, interview tapes, and employer/student workshops especially suited to the learning disabled student population.
4. Workshops to sensitize and educate placement officers, faculty, and industry personnel, about LD students' special needs and profiles.
5. Newsletters to inform LD high school students, their mentors/counselors, and parents of the career opportunities and career related services available at the Fashion Institute of Technology.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 2 Female: 43

Ethnicity of Target Population:

Asian, Black/African-American, White

PROJECT IMPACT

Disability Categories:	Number of Individuals Served to Date	Age Range
Specific Learning Disability	45	18-56

Related Developmental Training for Targeted Audiences

Participants	Number of Individuals Participating to Date
Employers	40
Peer/Co-workers	60

ACCESS TO EMPLOYMENT: CAREER PLACEMENT OPPORTUNITIES FOR COLLEGE STUDENTS WITH DISABILITIES

Project Title:
Access to Employment: Career Placement Opportunities for College Students with Disabilities

Project Director:
Craig Michaels

Project Coordinator:
Peter Altschul

Contact Person:

Mailing Address:
National Center for Disability Services
201 I. U. Willets Rd., West
Albertson, NY 11507-1599

Telephone #: 516-747-5400 Ext. 1330

Fax #: 516-747-2046

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20036

Transition Institute #: 338

Project Start Date: 9/1/92

Project End Date: 8/31/95

Region: 1

Geographic Service Delivery Area:
Information not available

SpecialNet User ID #: N/A

Project Purpose:

The purpose of the Access to Employment program is to develop a service delivery model which will enhance the role and capacity of career placement offices at four-year colleges and universities to provide pre-employment and employment opportunities for students with disabilities.

Expected Outcomes:

This model will offer employment-related training to staff at colleges and universities and recruiters from major national corporations; and establish linkages between state vocational rehabilitation offices, career services, placement offices, disabled student service offices and corporations to maximize placement opportunities for college students with disabilities.

Approach Used to Reach Expected Outcome:

1. To train at least ten recruiters and EEO personnel from major national corporations and 25 campus-based career service providers, placement personnel, faculty and disabled student service providers each year about the practices and procedures for facilitating the employment of persons with disabilities.

2. To enhance the career experiences of college students with disabilities as demonstrated by ratings of at least 80% of students with disabilities served who indicate that their career experiences have been enhanced as a result of their participation in a comprehensive program of career awareness.
3. To increase significantly the job placement of students with disabilities at participating colleges through the active involvement of campus-based career service personnel, placement personnel and disabled student service providers as well as through the active recruitment of these individuals by business and industry.
4. To establish a Project Steering Committee.
5. To establish a Business Advisory Council.
6. To develop a National Resume Database for students with disabilities.
7. To provide technical assistance.
8. To conduct an evaluation of project activities and outcomes.
9. To disseminate project findings and the project model to appropriate audiences.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

PROJECT IMPACT

Disability Categories:	Number of Individuals Served to Date	Age Range
Information not available.		

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Information not available.	

THE DEVELOPMENT OF RESOURCES FOR CAREER PLACEMENT PROGRAMS FOR COLLEGE STUDENTS WITH DISABILITIES

Project Title:
The Development of Resources for Career Placement Programs for College Students with Disabilities

Competition #: 84.078C
(Postsecondary Demonstration Project)

Project Director:
Mike Van Ryn

Federal Grant #: H078C20024

Project Coordinator:
Ann Marie Haase

Transition Institute #: 342

Contact Person:
Ann Marie Haase

Project Start Date: 10/1/92

Mailing Address:
New York State Education Department
Office of Quality Assurance—CEC 9D37
Albany, NY 12084

Project End Date: 9/30/94

Region: 1

Telephone #: 518-486-2752

Geographic Service Delivery Area:
State of New York

Fax #: 518-486-4985

E-Mail: ahasse%sedofis@SED

SpecialNet User ID #: N/A

Project Purpose:

To enhance the role and capacity of postsecondary career development and placement staff who arrange pre-employment opportunities for college students with disabilities and their subsequent employment in integrated settings.

Expected Outcomes:

Besides increasing accessibility for the approximately 20,000 college students with disabilities to career counseling and placement and other career-related support services currently available to other college students, the Department expects an increase in the number of college students with disabilities obtaining and maintaining employment as a result of receiving such services. Additionally, the Department expects that the connections between career development and placement offices and offices providing services to students with disabilities will be strengthened; that approximately 250 staff members from the career development and placements offices in the State's 250 degree-granting postsecondary institutions will be trained to work with college students with disabilities; that a self-sustaining interactive training program for college faculty and staff and career development and placement staff will be developed; and that a communications network which will include referral services will be established.

Approach Used to Reach Expected Outcome

During the first year of this project, the Department through a college and a university will produce a self-sustaining interactive inservice training and orientation program for career development and placement staff, college faculty, and other staff. In the second year, 250 college development and placement staff will be trained statewide through regional sessions. The Department will establish a communications network which will include referral services.

PROJECT CONSUMERS FOR CURRENT YEAR

Not applicable - Not a direct service project.

PROJECT IMPACT

Disability Categories

Not applicable - Not a direct service project.

Related Developmental Training for Targeted Audiences:

We have not provided developmental training, only training for career development and placement offices in institutions of higher education.

Barrier To Project Implementation

We have had to establish a traditional as well as an electronic communications network.

CAREER DEVELOPMENT FOR STUDENTS WITH DISABILITIES

Project Title:
Career Development for Students with Disabilities

Project Director:
Charles Loveday

Project Coordinator:
Thea Custis

Contact Person:
Thea Custis

Mailing Address:
New York City Technical College
300 Jay Street
Brooklyn, New York 11201

Telephone #: 718-260-5143

Fax #: 718-260-5198

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30044

Transition Institute #: 344

Project Start Date: 10/1/93

Project End Date: 10/1/96

Region: 1

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

The purpose of the project is to assist students with disabilities in meeting the transition from school to work and to aid students in their job search through training and internship and counseling.

Expected Outcomes:

1. To place 40 students in internships and/or permanent positions related to their field of study.
2. To develop a model which can be duplicated nationwide.
3. To create a manual for students—employees and employers.

Approach Used to Reach Expected Outcome

1. Development of an Advisory Board.
2. Establishing a successful link between business and the college community.
3. Setting up a computer networking system throughout the state through different colleges.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 40.

ESTIMATED PROJECT IMPACT

Disability Categories:

Visual Impairment Including Blindness
Deafness
Multiple Disabilities
Cerebral Palsy
Spina Bifida
Epilepsy
Substance Abuse Withdrawal
Specific Learning Disability

Related Developmental Training for Targeted Audiences:

Participants

Not applicable.

VERMONT TECHNICAL CAREERS OPPORTUNITY PROJECT

Project Title:
Vermont Technical Career Opportunity Project

Project Director:
Susan Brody Hasazi

Project Coordinator:
Marcia Baker

Contact Person:
Mary Lou Razza

Mailing Address:
University of Vermont
Department of Special Education
431 Waterman Building
Burlington, VT 05405

Telephone #: 802-656-2936

Fax #: 802-656-2936

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C-----

Transition Institute #: 345

Project Start Date: 10/1/93

Project End Date: 10/1/96

Region: 1

Geographic Service Delivery Area:
Information not available.

SpecialNet User ID #: N/A

Project Purpose:

The purpose is to develop, implement, and evaluate a model for providing career development technical education, and placement services to young adults with disabilities in technical centers throughout Vermont.

Expected Outcomes:

1. The overall goal is to provide career development and placement services at the Technical Center for young adults with disabilities.
2. Increase opportunities for young adults with disabilities to participate in postsecondary training programs.
3. For participants to obtain employment that matches their skills and aspirations.

Approach Used to Reach Expected Outcome

1. Develop and implement a recruitment process for identifying and disseminating information to young adults with disabilities to promote their participation in postsecondary area technical centers.
2. Develop, deliver and evaluate a program of professional development for center staff including technical instructors and cooperative education personnel to

enhance their knowledge and skills related to curricular, instructional and physical accommodations.

3. Provide ongoing technical assistance to center staff on the implementation of a Student Support Team (SST) responsible for assisting technical instructors and cooperative education personnel in accommodating individual students in classroom and experiential teaching/learning activities.
4. Develop a Career Development and Placement Plan (CDPP) for each young adult that enrolls in the Technical Career Opportunities Project.
5. Identify and recruit employers to participate in a variety of career education and training opportunities to be provided to young adults with disabilities.
6. Develop and maintain interagency cooperative agreements between the Division of Vocational Rehabilitation, the Department of Employment and Training, the Department of Education, and the Area Technical Centers.
7. Provide students with a variety of cooperative educational opportunities including work experiences and job placement prior to and at the time of completion of the technical program.
8. Evaluate the project to determine overall impact.
9. Disseminate information on project processes and outcomes to state and national audiences.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 18.

ESTIMATED PROJECT IMPACT

Disability Categories

Dropouts

Related Developmental Training for Targeted Audiences:

Participants

Education Personnel
Vocational Educators

BRAVO! (BROCKTON AREA VOCATIONAL OPPORTUNITIES)

Project Title:
BRAVO! (Brockton Area Vocational Opportunities)

Project Director:
Ilene Asarch

Project Coordinator:

Contact Person:
Ilene Asarch

Mailing Address:
Jewish Vocational Service
105 Chauncy Street, 6th Floor
Boston, MA 02111

Telephone #: 617-451-8147

Fax #: 617-451-9973

E-Mail: N/A

Competition #: 84.158D
(Youths With Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D-----

Transition Institute #: 358

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 1

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

BRAVO! (Brockton Area Vocational Opportunities) is a program designed to help youth with disabilities who have dropped out of high school find employment, training and educational opportunities in the greater Brockton area. The program provides vocational, educational and support services to 35 individuals annually. BRAVO! emphasizes community involvement in all aspects of programming.

Expected Outcomes:

The three year project will ultimately broaden the capability of the Brockton area service providers in assisting adolescents with barriers to obtain employment. By implementing a community based system of identification, tracking, referrals and a support service network, the program will help youth in the community to achieve self-sufficiency and demonstrate effective prevention strategies for the future. The project will assess drop out risk factors and will collect key baseline information for all identified individuals who have dropped out of school (both those who participate in the program and those who do not).

The BRAVO program has four chief goals:

1. To demonstrate successful outreach and recruitment strategies with youth with disabilities who have dropped out of high school and are likely to be unemployed, isolated, poor and suffering from cultural/linguistic barriers.
2. To provide individualized vocational, employment and training services to 35 individuals with disabilities annually using a strong existing network of community resources for referral, outreach, case management and support.
3. To test and refine data collection systems and program designs, appropriate to Brockton special education students and (beginning in years 2 and 3) implement them in Brockton High School.
4. Based on project data, both descriptive and evaluative, conduct community and school system education and public outreach concerning the drop out rate of youth with disabilities, its causes, the costs to the community, and positive alternatives and outcomes.

Approach Used to Reach Expected Outcome

Outreach/Enrollment: By working with community agencies, Brockton high school staff, churches and ethnic/cultural organizations, BRAVO will build a referral network and create a strong support network for program participants and their families.

Vocational Exploration and Preparation: In 4 cycles of an eight week employment skills preparation course, participants develop job seeking skills and explore career options. Career Exploration tours of companies and training programs will be arranged. Classes will be held in local businesses and community colleges. The approach to programming is individualized and flexible.

Job Placement (Supported Work), Internships or Training Programs: BRAVO will assist participants in locating jobs, internships, training programs or educational programs. JVS will provide support and counseling through their career development.

Support Services: BRAVO anticipates that once participants begin to identify and pursue their vocational goals, the importance of obtaining a GED will become apparent. Upon request, BRAVO will assist program participants locate existing Brockton area resources to secure their GED's.

Mentor Program: BRAVO will recruit volunteers from the business community and match a mentor to each participant (based upon career interests).

Job Support: Participants have the opportunity to join a job support group: forum for sharing information and experiences and for sharing/giving support.

Ongoing Follow-Up Referral Services: JVS will provide referral to community support services and will provide case management to participants throughout the life of the contract.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 35.

ESTIMATED PROJECT IMPACT

Disability Categories

Serious Emotional Disturbance
Developmentally Delayed
Dropouts
Economically Disadvantaged
Mental Retardation
Multiple Disabilities
Substance Abuse Withdrawal
Specific Learning Disabilities
Other: (Post Traumatic Stress Disorder, Attention Deficit Disorder)

Related Developmental Training for Targeted Audiences:

Participants

Rehabilitation Personnel
Special Education Personnel
Vocational Educators
State Rehabilitation Service Delivery System

(Note: Project will work with Brockton High to adopt strategies to reduce dropout rate.)

MODEL DEVELOPMENT PROJECT TO IDENTIFY, RECRUIT, TRAIN AND PLACE STUDENTS WITH DISABILITIES

Project Title:
Model Development Project to Identify, Recruit, Train and Place Students with Disabilities

Project Director:
Debra A. Colley, Ph.D.

Project Coordinator:
Israel Cruz

Contact Person:
Debra A. Colley, Ph.D.

Mailing Address:
New York State Education Department
VESID
99 Washington Avenue, Room 1609
Albany, NY 12234

Telephone #: 518-473-4381

Fax #: 518-473-6073

E-Mail: N/A

Competition #: 84.158D
(Youths with Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D20006

Transition Institute #: 326

Project Start Date: 10/1/92

Project End Date: 9/30/95

Region: 1

Geographic Service Delivery Area:
State of New York

SpecialNet User ID #: N/A

Project Purpose:

This project is designed to complement and expand the current program in transition services to include youth with disabilities who have dropped out of school. Specifically, the proposed project will implement a lifelong learning model to identify, recruit, train, and place youth with disabilities who have dropped out of the secondary school system.

Expected Outcomes:

One hundred students with disabilities who have dropped out of secondary education will obtain meaningful appropriate academic and vocational training or services which will be the vehicle to obtaining employment outcomes.

Approach Used to Reach Expected Outcome

1. Implement strategies to identify students who have dropped out of special education programs;
2. Develop community-based approaches to the recruitment of students into the transition program;
3. Coordinate existing adult education, job training, adult services, special education and employment placement to provide appropriate transition

programs in integrated, age-appropriate settings for youth with disabilities who are under the age of 21;

4. Place and provide support to youth with disabilities in integrated employment settings, postsecondary education, or adult services consistent with the transition program;
5. Validate the demonstration model and replicate the project in targeted urban transition regions in the State.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 26 Female: 8

Ethnicity of Target Population:

Black/African-American, Hispanic, White, Other.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	1	19
Visual Impairment Including Blindness	1	19
Dropout	34	17-21
Economically Disadvantaged	34	17-21
Specific Learning Disability	32	17-21

Related Developmental Training for Targeted Audiences

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	25
Adult Service Providers	30
Education Personnel	5
Employers	49
Local Education Service Delivery System	# not provided
State Education Service Delivery System	# not provided
State Rehabilitation Service Delivery System	15 offices

Barriers To Project Implementation

1. Lack of readiness of individual dropouts to commit to educational and employment goals.
2. Waiting lists for entry into existing adult education programs in postsecondary settings, or extremely high number of people competing for entry into these programs limits access by dropouts.

NYU CAMPUS—CITYWIDE CAMPUS DROPOUT PROGRAM

Project Title:
NYU Campus—Citywide Campus Dropout Program

Project Director:
Peter Smergut

Project Coordinator:
Dr. Irwin Rosenthal

Contact Person:
Peter Smergut

Mailing Address:
Citywide Programs
400 First Avenue
New York, NY 10010

Telephone #: 212-779-7200

Fax #: 212-779-9099

E-Mail: N/A

Competition #: 84.158D
(Youths with Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D30020

Transition Institute #: 359

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 1

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

The purpose of the project is to target diploma eligible students with moderate to severe disabilities, age 17 and older, who have dropped out of District 75/Citywide Special Education Schools.

Expected Outcomes:

1. increased academic knowledge and skills related to the content of individually developed accredited community referenced curriculum.
2. increased vocational knowledge, skill and maturity as a result of appropriate job site placement as measured by surveys, attendance and job placement.
3. acquisition of a high school diploma.
4. increased skills and techniques related to self advocacy.
5. increased skills in daily living skills.
6. increased skills in personal social skills.

Approach Used to Reach Expected Outcome

1. extended flexible school day.
2. one to one mentoring from NYU staff.
3. practicum experiences.

4. job training sites.
5. parent/family support
6. NYU campus facilities: gym, computers, student activity center, mentors.
7. community internship with programmatic support.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 20.

ESTIMATED PROJECT IMPACT

Disability Categories

Serious Emotional Disturbance

Related Developmental Training for Targeted Audiences:

Participants

Parents
Case Managers
Education Personnel
Employers
Job Coaches
Paraprofessionals
Peer/Co-workers
Recreation Personnel
Rehabilitation Personnel
Related Services Personnel
Special Education Personnel
Vocational Educators
Interagency Coordinating Council
Local Education Service Delivery System
State Development Disabilities Service Delivery System
State Rehabilitation Service Delivery System

DEMONSTRATION PROJECT TO IDENTIFY, RECRUIT, TRAIN AND PLACE YOUTHS WITH DISABILITIES WHO HAVE DROPPED OUT OF SCHOOL

Project Title:
Demonstration Project to Identify, Recruit, Train and Place Youths with Disabilities Who Have Dropped Out of School

Project Director:
Frederick W. Breithut

Project Coordinator:
Reginald Lee

Contact Person:
Frederick W. Breithut

Mailing Address:
School-Business Partnerships of Long Island, Inc.
18 Cottontail Road
Melville, NY 11747

Telephone #: 516-692-2962

Fax #: 516-692-2962

E-Mail: N/A

Competition #: 84.158D
(Youths With Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D30022

Transition Institute #: 360

Project Start Date: 9/1/93

Project End Date: 8/31/96

Region: 1

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this project is to demonstrate a model community-based program to provide employment and independent living opportunities to youth with disabilities who have dropped out of school.

Expected Outcomes:

This project will provide opportunities for our clients to achieve the following:

1. Complete high school in a variety of ways and in a variety of settings.
2. Become trained in a variety of skills necessary to live and work independently in the community.
3. Employment in career-oriented fields.
4. Pursue additional education as required by career advancement.

Approach Used to Reach Expected Outcome

1. Clients and their parents are involved in design and development of the program.
2. Community-based organizations and service agencies will provide an array of services and supports necessary to clients' aculturalization to the world of work and independent living.
3. Employers will work with the staff and clients to integrate meaningful work and learning opportunities.
4. A disability accommodation system that will work with the community-based programs and employers to accommodate the needs of these youth so that they can participate fully in integrated programs.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 15-20.

ESTIMATED PROJECT IMPACT

Disability Categories

Dropouts
Economically Disadvantaged
Specific Learning Disability

Related Developmental Training for Targeted Audiences:

Participants

Adult Service Providers
Education Personnel
Employers

A STUDENT-DIRECTED MODEL FOR THE PROMOTION OF SELF-DETERMINATION

Project Title:
A Student-Directed Model for the
Promotion of Self-Determination

Project Director:
Laurie E. Powers, Ph.D.

Project Coordinator:
Alison Turner

Contact Person:
Laurie E. Powers, Ph.D

Mailing Address:
Dartmouth/N.H. UAP
Hood Center for Family Support
Dartmouth-Hitchcock Medical Center
Medical Circle Drive
Lebanon, NH 03756

Telephone #: 603-650-4419

Fax #: 603-650-8268

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20006

Transition Institute #: 320

Project Start Date: 10/1/92

Project End Date: 9/30/95

Region: 1

Geographic Service Delivery Area:
State of New Hampshire

SpecialNet User ID #: N/A

Project Purpose:

Primary purpose is to develop and field-test a comprehensive model to promote self-determination among adolescents with physical disabilities and health challenges. The model and the project are intensively driven by students, adult consumers and families. The project is collaboratively implemented by the Hood Center, Granite State Independent Living Foundation, and Parent to Parent of New Hampshire.

Expected Outcomes:

1. Enhanced functional independence of students.
2. Enhanced problem-solving, planning, social networking, and support management skills among students.
3. Enhanced perceptions of student capabilities by parents.
4. Increased access to inclusive community-based opportunities by youth.
5. Development of on-going collaborative ties between an independent living organization and a parent organization.

Approach Used to Reach Expected Outcome

The four major components of the project are:

1. mentor facilitated skill-building,
2. community-based mentoring experiences,
3. parent support and coaching, and
4. development of a state-wide program of peer support.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 15 Female : 14

Ethnicity of Target Population:

White, Other.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Visual Impairment Including Blindness	2	16-18
Developmentally Delayed	7	13-18
Economically Disadvantaged	16	13-18
Mental Retardation	7	13-18
Multiple Disabilities	3	13-18
Cerebral Palsy	4	13-18
Spina Bifida	4	13-18
Other Physical Disability	3	13-18
Epilepsy	3	13-18
Specific Learning Disability	15	13-18
Articulation Disorder	4	13-18
Language Disorder	7	13-18
Other (cystic fibrosis, heart dysfunction, asthma)	8	14-18

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	29
Parents (No special needs)	19
Family Members other than parents	4
Friends	4

Case Managers	10
Education Personnel	20
Health Professionals	24
Medical Personnel	8
Rehabilitation Personnel	15
Related Services Personnel	20
Special Education Personnel	10
Community Health Service Delivery System	6
Community Mental Health Service Delivery System	6
Community Recreation Service Delivery System	6
State Development Disabilities Service Delivery System	20
State Mental Health Service Delivery System	20
State Rehabilitation Service Delivery System	15

A DEMONSTRATION PROJECT TO IDENTIFY AND TEACH SKILLS NECESSARY FOR SELF-DETERMINATION

Project Title:
A Demonstration Project to Identify and Teach Skills Necessary for Self-Determination

Project Director:
Susan Kimmel, Ph.D.

Project Coordinator:

Contact Person:
Susan Kimmel, Ph.D.

Mailing Address:
National Center for Disability Services
201 IU Willets Road
Albertson, NY 11507

Telephone #: 516-747-5400

Fax #: 516-747-5378

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K10006

Transition Institute #: 311

Project Start Date: 10/1/91

Project End Date: 9/30/94

Region: 1

Geographic Service Delivery Area:
Urbanized Area (cities and surrounding areas of 50,000-100,000)

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this project is to teach high school special education students how to manage resources available from home, school and community so they can achieve postsecondary goals.

Expected Outcomes:

1. Curriculum in self-determination developed and implemented in six school districts.
2. Mentoring program for students.
3. Work Experience program for students.
    a) visits to employers
    b) internship/work experience
    c) summer employment
    d) Career Day events
4. Staff development.

Approach Used to Reach Expected Outcome

A curriculum in self-determination skills is being implemented. A mentor program is underway at one site and is about to begin in a second high school. Other upcoming activities include Career Exploration Day, Adult Service Info. forum and other work-related activities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 50 Female : 50

Ethnicity of Target Population:

Black/African-American, Hispanic, White.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Economically Disadvantaged	25	secondary
Cerebral palsy	10	secondary
Spina Bifida	5	secondary
Specific Learning Disability	60	secondary

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	100
Adult Service Providers	10
Special Education Personnel	20

DEMONSTRATION PROJECT TO IDENTIFY AND TEACH SKILLS NECESSARY FOR SELF-DETERMINATION

Project Title:
Demonstration Project to Identify and Teach Skills Necessary for Self-Determination

Project Director:
Dr. Dennis E. Mithaug

Project Coordinator:
Dr. Linda Hickson

Contact Person:
Dr. Dennis E. Mithaug

Mailing Address:
Teachers College, Columbia University
515 West 120th Street (Box 223)
New York, NY 10027

Telephone #: 212-678-3859

Fax #: 212-678-4034

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K30036

Transition Institute #: 367

Project Start Date: 8/1/93

Project End Date: 7/31/96

Region: 1

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

Demonstrate gains in self-determination levels among secondary youth with disabilities.

Expected Outcomes:

1. Increased levels of self-determination.
2. Positive evaluations from project participants regarding student gains.
3. Cost/effect analysis of project effects on students' self-determination of school and in the community.

Approach Used to Reach Expected Outcome

1. Student-teacher-parent cooperative groups who work together to select, adapt, and/or develop materials and approaches to enhance self-determination in youth.
2. Regular self-advocacy club meetings to build self-determination skills.
3. Regular IEP/ITP planning sessions to employ self-determination skills during IEP meetings.

4. Regular opportunities for students to apply self-determination skills in school and community.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 100.

ESTIMATED PROJECT IMPACT

Disability Categories

Serious Emotional Disturbance
Economically Disadvantaged
Mental Retardation
Multiple Disabilities
Specific Learning Disability

Related Developmental Training for Targeted Audiences:

None provided.

EMPIRICAL ANALYSIS OF THE EDUCATIONAL EXPERIENCES OF YOUNG ADULT TBI SURVIVORS WHO LIVE AND WORK IN INTEGRATED SETTINGS

Project Title:
Empirical Analysis of the Educational Experiences of Young Adult TBI Survivors Who Live and Work in Integrated Settings

Project Director:
Debra S. Kamen

Project Coordinator:
Katherine A. Kosmos

Contact Person:
Katherine A. Kosmos

Mailing Address:
Massachusetts Rehabilitation Commission
Statewide Head Injury Program
27-43 Wormwood Street
Boston, MA 02210

Telephone #: 617-727-8732

Fax #: 617-727-1354

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P20006

Transition Institute #: 324

Project Start Date: 10/92

Project End Date: 9/95

Region: 1

Geographic Service Delivery Area:
State of Massachusetts

SpecialNet User ID #: N/A

Project Purpose:

The Statewide Head Injury Program (SHIP) of the Massachusetts Rehabilitation Commission is conducting a retrospective investigation of the factors that will most likely result in integrated lifestyles among young adults who survived traumatic brain injury. The results of this study will be used to design a model for transition services for TBI survivors ages 16 to 21. This model will support community integration and address the survivor's transition needs from school to post-secondary environments including competitive employment, supported employment, post-secondary education, and community-based living alternatives. The transition model will be developed and emphasize integration and practical applications of transition planning.

Expected Outcomes:

To develop a transition model to aide special educators and adult service providers in providing the necessary services and supports that survivors would need for successful transition from special education into community based, post-secondary environments. It is hoped that this model will increase the opportunities for an integrated lifestyle, and further enhance the quality of life for survivors of traumatic brain injury.

Approach Used to Reach Expected Outcome

Face-to-face interviews will be conducted with 200 TBI survivors, ranging in age from 22-35, as well as members of their families, to assess current levels of community integration, and to collect other information relating to school and quality of life issues. A service delivery model will be developed in accordance with the results of this study. The results and model will be disseminated through publications, and presentations to national conferences, representatives of state and local special education programs, service providers and consumers.

PROJECT CONSUMERS FOR CURRENT YEAR

Not applicable - Not a direct service project.

PROJECT IMPACT

Disability Categories

Not applicable - Not a direct service project.

Related Developmental Training for Targeted Audiences:

Not applicable.

Barriers to Project Implementation

The identification of survivors to participate in the interviewing process has proven to be a significant barrier in the completion of the project goals. Although the project initiated an aggressive outreach plan, identifying individuals who both qualify, and are willing to participate, has been difficult.

NATURAL SUPPORTS IN THE WORKPLACE

Project Title:
Natural Supports in the Workplace

Project Director:
Robert Gervey

Project Coordinator:

Contact Person:

Mailing Address:
Albert Einstein College of Medicine
Project A.C.E.S.
2527 Grebe Avenue
Bronx, NY 10461

Telephone #: 718-863-1700

Fax #: 718-931-7307

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P10021

Transition Institute #: 280

Project Start Date: 10/1/92

Project End Date: 9/30/95

Region: 1

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

This project will develop and evaluate natural supports in the workplace for persons with severe psychiatric disabilities. The natural supports program will be compared to job coach and sheltered employment programs.

Expected Outcomes:

Over the course of the 3 year study, 40 persons will be placed in work settings using natural supports.

Approach Used to Reach Expected Outcome

1. One month assessment.
2. Job Club.
3. Job placement.
4. Identification of natural supports.
5. On-going individual, peer and family therapy.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range

Information not available.

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date

Information not available.

PROJECT A.C.E.S.—NATURAL SUPPORTS IN THE WORKPLACE: AN ENHANCEMENT OF AN EXISTING SUPPORTED EMPLOYMENT PROGRAM SERVING YOUTH WITH PSYCHIATRIC DISABILITIES

Project Title:
Project A.C.E.S.—Natural Supports in the Workplace: An Enhancement of an Existing Supported Employment Program Serving Youth with Psychiatric Disabilities

Project Director:

Project Coordinator:

Contact Person:
Robert Gervey

Mailing Address:
Soundview Throngs Neck CMHC
2527 Glebe Avenue
Bronx, NY 10461

Telephone #: 212-904-4418

Fax #: 212-931-7307

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P20008

Transition Institute #: 323

Project Start Date: 10/1/92

Project End Date: 9/30/95

Region: 1

Geographic Service Delivery Area:
Information not available

SpecialNet User ID #: N/A

Project Purpose:

The proposed project will be designed as a controlled clinical/research program using random assignment of subjects to evaluate the effectiveness of two models of supported employment (job coach vs. natural supports) to a sheltered workshop program based on traditional vocational mental health rehabilitation procedures.

Expected Outcomes:

The project proposes to develop and evaluate supported employment programs for youth with psychiatric disabilities.

Approach Used to Reach Expected Outcome

The proposed program intends to expand and improve an existing supported employment program by developing and implementing a second, alternative model of supported employment known as the "natural supports in the workplace" model, which could be compared to the job coach model currently administered by the program. The proposed program will result in an additional 200 persons being screened by the existing program, and an additional 100 persons being enrolled in the program's one month evaluation program. An additional 60 persons will enter into the study, meaning that instead of 72 persons being assigned to one of two treatment programs as had been originally planned, 132 persons would be assigned to one of three treatment programs and followed-up. The proposed program will develop a supported employment program using natural supports in the workplace by combining the therapeutic elements of the supported employment programs with those of social skills training and intensive case management programs found to be effective with severely emotionally disturbed clients.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Information not available.		

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Information not available.	

EXPIRED PROJECT PROFILES IN REGION I

Seven projects expired during 1993 in Region I, the Northeast region. Only two of these projects returned expired project surveys. The following is a summary of continuation activities, project components being continued, and project products for these two projects.

FOCUS OF CONTINUATION ACTIVITIES

Of two projects responding to the survey, only one project described any continuation activities after the expiration of federal funding. These efforts include the implementation of a 5-year supported work program, a state funded health careers program, and continued grant writing to secure further funding.

PROJECT COMPONENTS BEING CONTINUED

Projects identified specific components or activities that will continue despite the lapse of federal funding. These include intake/eligibility determination and assessment/referral/follow-up; supported education counseling; research and program evaluation; dissemination and replication; development of a job coach model and a natural supports project; implementation of a health education and careers network.

PROJECT PRODUCTS

Projects listed products developed during their funding period: journal articles/monographs, brochures, newsletters, video productions, and project-developed instruments.

SUPPORTED EDUCATION PROJECT

Project Title:
Supported Education Project

Contact Person:
Karen Danley, Ph.D.

Mailing Address:
Center for Psychiatric Rehabilitation
730 Commonwealth Avenue
Boston, MA 02215

Telephone #:
617-353-3549

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 256

Project End Date: 9/30/93

Region: 1

Current Focus of Project Continuation Activities:
Not applicable.

Project Components Being Continued:

1. Program Component: Intake/eligibility determination, assessment, referral, and follow-up.
   Administering Agency: Quinsigamond Community College
   Agency Contact Person: JoAnne Sharac, 670 West Boylston Street, Worcester, MA 01606. 1-508-854-4295.
2. Program Component: Supported education counseling seminar.
   Administering Agency: Quinsigamond Community College
   Agency Contact Person: JoAnne Sharac, 670 West Boylston Street, Worcester, MA 01606. 1-508-854-4295.
3. Program Component: Research and program evaluation.
   Administering Agency: Center for Psychiatric Rehabilitation
   Agency Contact Person: Anne Sullivan, 730 Commonwealth Avenue, Boston, MA 02215. 617-353-3549.
4. Program Component: Dissemination and replication.
   Administering Agency: Center for Psychiatric Rehabilitation
   Agency Contact Person: Anne Sullivan, 730 Commonwealth Avenue, Boston, MA 02215. 617-353-3549.

Project Projects:
Journal Articles/Monographs:
Choose-Get-Keep: A Psychiatric Rehabilitation Approach to Supported Employment
The Campus Support Project: An Innovative Supported Education Program Model
Newsletter:
Community Support Network News - Supported Education Edition, May 1994

Order From:
Center for Psychiatric Rehabilitation
Attn: Resource Information Service Reprints
730 Commonwealth Avenue
Boston, MA 02215
Fax: 617-353-7700
Voice: 617-353-3549

ASSISTIVE TECHNOLOGY ON CAMPUS

Project Title:
Assistive Technology on Campus

Contact Person:
James A. Lenker

Mailing Address:
c/o CTAT
515 Kimball Tower
SUNY - Buffalo
Buffalo, NY 14214

Telephone #:
716-829-3141

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 255

Project End Date: 6/30/93

Region: 1

Current Focus of Project Continuation Activities:
Information not available.

Project Components Being Continued:
Information not available.

Project Projects:
Information not available.

THE LEARN AND EARN PROGRAM

Project Title:
The Learn and Earn Program

Contact Person:
Craig Michaels

Mailing Address:
National Center for Disability Services
201 I. U. Willets Road, West
Albertson, NY 11507-1599

Telephone #: 516-747-5400, Ext. 1300

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 257

Project End Date: 8/30/93

Region: 1

Current Focus of Project Continuation Activities:
Information not available.

Project Components Being Continued:
Information not available.

Project Products:
Information not available.

S.T.R.I.V.E.
TRANSITIONAL SKILLS DEVELOPMENT

Project Title: *S.T.R.I.V.E.* Transitional Skills Development	Competition #: 84.158N (Training and Employment Project)
Contact Person: Sandra Copman	Transition Institute #: 267
Mailing Address: Boston Public Schools-High School Level 55 New Dudley Street, Bldg. #1 Boston, MA 02120	Project End Date: 8/31/93 Region: 1
Telephone #: 617-635-9023	

Current Focus of Project Continuation Activities:

Implementation of 5-year supported work project (funding by the state VR) as a direct result of the DOE program's efforts to continue school-to-work initiatives; implementation of a Health Careers (state funded) program, also as a direct result of the DOE program's efforts to expand components and obtain funding for ongoing operation; continued grant writing to secure further funding for new or expanded components.

Project Components Being Continued:

1. Program Component: "Supported Work" (job coach model)
   Administering Agency: Massachusetts Rehabilitation Commission (MRC)
   Agency Contact Person: Mr. Ted Flanagan, Boston Regional Office-MRC, 59 Temple Place, Boston, MA 02111. 617-482-1780.

2. Program Component: "Natural Supports" project through U. Mass./Boston-Harbor Campus and Children's Hospital
   Administering Agency: U.S. DOE/Massachusetts State DOE/Massachusetts DMR
   Agency Contact Persons: William Kiernan and David Hagner, University of Massachusetts, Boston-Harbor Campus/Training Institute for People with Disabilities/Children's Hospital, 300 Longwood Avenue, Boston, MA 02115. 617-735-6506.

3. Program Component: Health Education and Careers Network"
   Administering Agency: Department of Medical Security, State of Massachusetts
   Agency Contact Person: Amy Halzel Willis, Program Manager, DMS/EOHS, One Ashburton Place, Boston, MA 02114. 617-727-8300

4. Program Component: Assessments, follow-up, counseling, dissemination of various products, etc.
   Administering Agency: Boston Public Schools/High School Level
   Agency Contact Person: Sandra Copman, BPS/High School Level Office, 55 New Dudley Street, Bldg. #1, Roxbury, MA 02120. 617-635-9023.

Project Products:

Brochure: Brochure currently being updated
Project Developed Instruments: Assessment forms for on-the-job "training" and evaluation
Newsletter: Various newsletters on various program components
Video Tape: Videotape-currently being edited

Contact Sandra Copman by telephone.

EMPLOYMENT AS A GRADUATION GOAL

Project Title:
Employment as a Graduation Goal

Contact Person:
Susan Brody Hasazi

Mailing Address:
University of Vermont
Department of Special Education
405A Waterman Building
Burlington, VT 05405

Telephone #: 802-656-2936

Competition #: 84.158N
(Training and Employment Project)

Transition Institute #: 266

Project End Date: 6/30/93

Region: 1

Current Focus of Project Continuation Activities:
Information not available.

Project Components Being Continued:
Information not available.

Project Projects:
Information not available.

PARENTS AS TRANSITION HELPERS (PATH)

Project Title:
Parents as Transition Helpers (PATH)

Competition #: 84.158S
(Family Networking Project)

Contact Person:
David Katz

Transition Institute #: 258

Mailing Address:
City University of New York
Graduate School/University Center
North Campus Rm. 620
3 West 42nd Street 47
New York, NY 10036

Project End Date: 5/31/93

Region: 1

Telephone #: 212-642-2943

Current Focus of Project Continuation Activities:
Information not available.

Project Components Being Continued:
Information not available.

Project Projects:
Information not available.

ENABLING FUTURES PROJECT: UTILIZING FAMILY & COMMUNITY NETWORKS

Project Title:
Enabling Futures Project: Utilizing
Family & Community Networks

Contact Person:
Susan Brody Hasazi

Mailing Address:
University of Vermont
Department of Special Education
405A Waterman Building
Burlington, VT 05405-0160

Telephone #: 802-656-2936

Competition #: 84.158S
(Family Networking Project)

Transition Institute #: 260

Project End Date: 5/31/93

Region: 1

Current Focus of Project Continuation Activities:
Information not available.

Project Components Being Continued:
Information not available.

Project Projects:
Information not available.

REGION II PROJECT PROFILES

REGIONAL PROFILE

Region II, the Mid-South region, is composed of eight states and the District of Columbia: Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, and Washington DC. The 13 current projects in Region II are located in Kentucky (n=2), Maryland (n=2), North Carolina (n=1), Tennessee (n=1), Virginia (n=4), and Washington, DC (n=3). Competitions represented are Postsecondary Demonstration Projects (84.078C), Youths With Disabilities Who Have Dropped Out of School Projects (84.158D), Self-Determination Projects (84.158K), Research Projects on the Transition of Special Populations (84.158P), and Multi-District Outreach Projects (84.158Q). The first map in this section plots the number of active projects in each state in Region II. The second map plots the approximate location of each project by competition and by Transition Institute number.

GEOGRAPHIC AREA SERVED

Of the 13 current projects, four report serving a metropolitan area of more than 100,000 people, three indicate serving a region within a state, four indicate serving a statewide area, and one reports serving an urbanized area of 50,000-100,000 people. This information is unavailable on one project.

PRIMARY GRANTEE

The type of agency designation for projects in this region is summarized as follows:

6 - private not-for-profit agency

2 - university, four-year college, or UAP

2 - education agency (state, local, intermediate or tribal)

This information is not available for three projects.

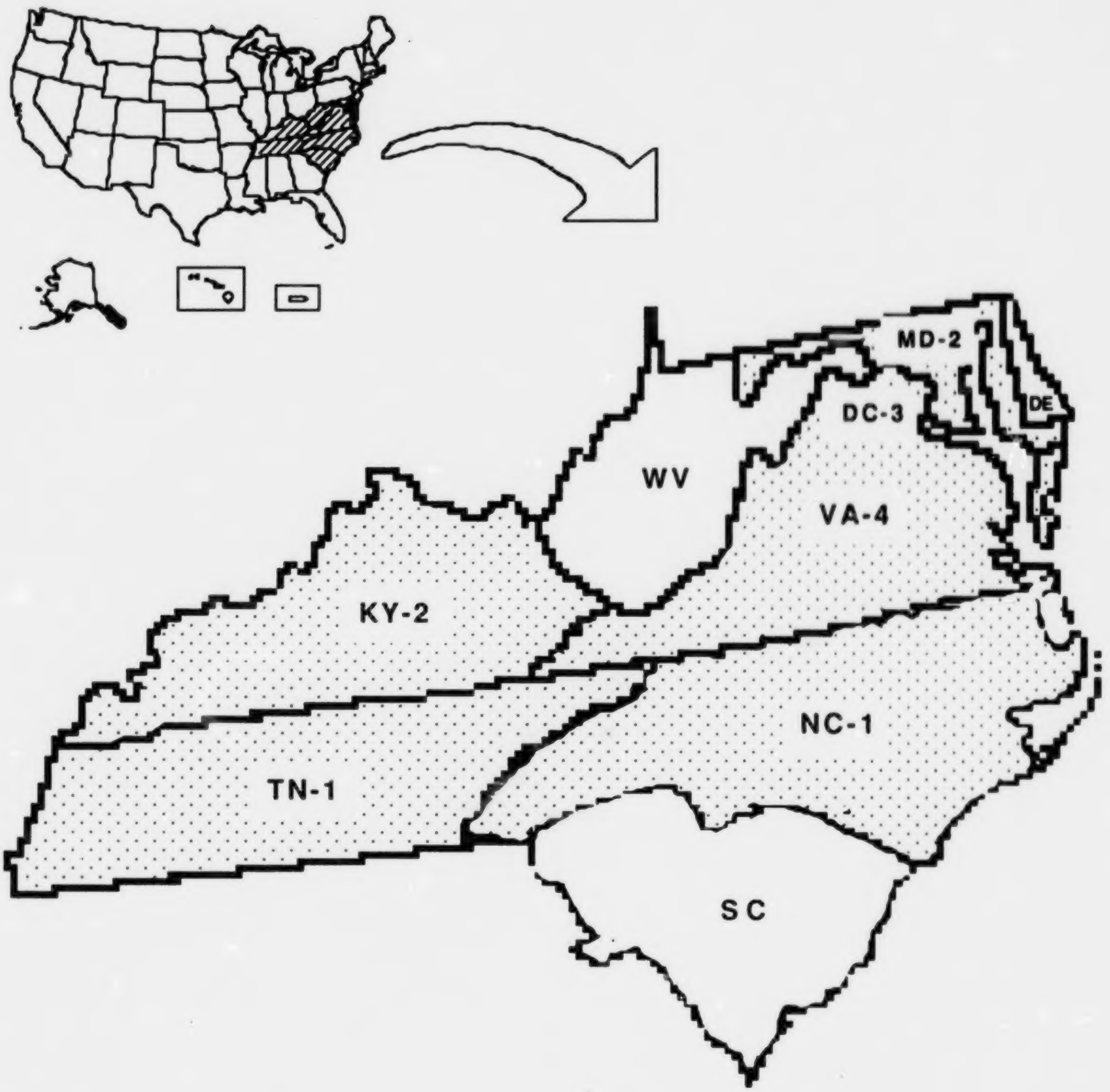
PROJECT PARTICIPANTS

In the target population, 58% have multiple disabilities, 27% have a specific learning disability, and 9% have mental retardation. The remainder demonstrate the following disabilities: hearing impairment (NOT including deafness), visual impairment including blindness, orthopedic impairment (includes all physical disabilities), serious emotional disturbance, epilepsy, and traumatic head injury (including TBI).

Targeted audiences provided developmental training in Region II include: 178 individuals with special needs, 254 parents, 30 family members other than parents, 15 education personnel, and 119 non-education personnel.

Geographic Distribution of Model Demonstration Projects in Region II: Mid-South as of July 1994

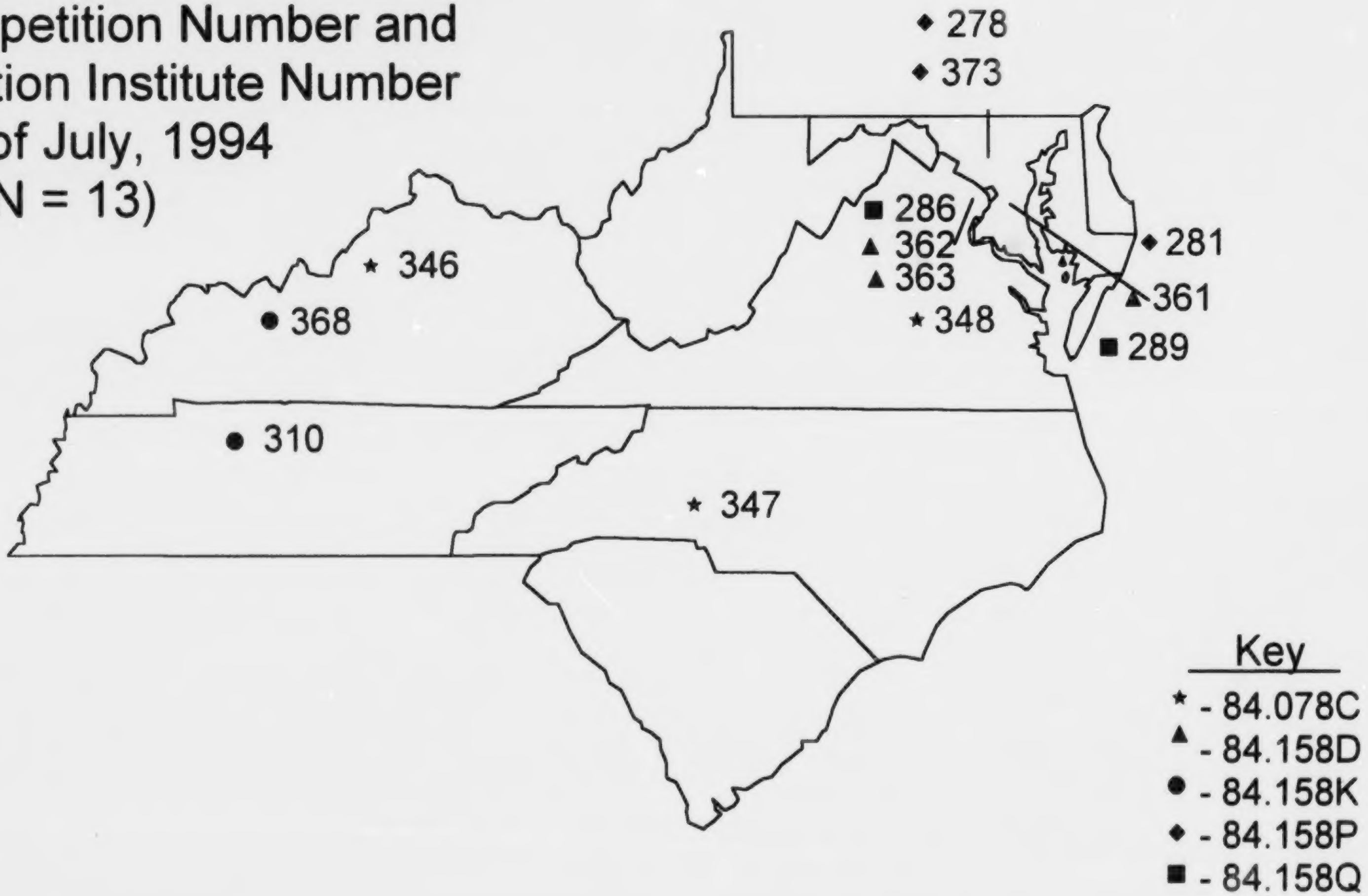
(N = 13)


MD-2
DE
DC-3
WV
VA-4
KY-2
NC-1
TN-1
SC

░ Shading indicates states where projects are located.

Number indicates number of projects

Geographic Distribution of Model Demonstration Projects in Region II: Mid-South -- By Competition Number and Transition Institute Number as of July, 1994 (N = 13)


◆ 278
◆ 373
■ 286
▲ 362
▲ 363
★ 348
◆ 281
▲ 361
■ 289
★ 346
● 368
● 310
★ 347
Key
★ - 84.078C
▲ - 84.158D
● - 84.158K
◆ - 84.158P
■ - 84.158Q

KENTUCKY EMPLOYMENT INITIATIVE

Project Title:
Kentucky Employment Initiative

Project Director:
Brent Garrett

Project Coordinator:
Marlene Huff

Contact Person:
Marlene Huff

Mailing Address:
University of Kentucky
113 Mineral Industries Bldg.
Lexington, KY 40506-0051

Telephone #: 606-257-8104

Fax #: 606-323-1901

E-Mail: Garretb@UKlans.uky.edu

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30028

Transition Institute #: 346

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 2

Geographic Service Delivery Area:
State of Kentucky

SpecialNet User ID #: N/A

Project Purpose:

Through inter-departmental and student collaboration at the University of Kentucky, the Lexington Community College, and for other post-secondary settings in Kentucky, the Kentucky Employment Initiative will improve and measure vocational opportunities for students with disabilities both during and after college.

Expected Outcomes:

The primary outcome of the KEI will be an increased number of post-secondary students with disabilities who will have obtained suitable, meaningful employment upon graduation. There will also be an increased awareness of the specific needs of individuals with disabilities by individuals who assist all students obtain employment. This project will affect students, professionals, and employers through Kentucky.

Approach Used to Reach Expected Outcome

1. Collaboration with Career Centers, Offices of Experimental Education, and Disabled Student Centers at participating settings.
2. Employment training to students, especially information related to the ADA.
3. Training to university and community college personnel on employment related issues affecting students with disabilities.
4. Job placement assistance to students with disabilities.

5. Technical assistance to university and community college personnel, employers, and students with disabilities.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: Information not available.

ESTIMATED PROJECT IMPACT

Disability Categories

Visual Impairment Including Blindness
Deafness
Multiple Disabilities
Cerebral Palsy
Spina Bifida
Spinal Cord Injury
Other Physical Disability
Traumatic Head Injury (Including TBI)
Specific Learning Disability

Related Developmental Training for Targeted Audiences:

Participants

Education Personnel
Employers
Rehabilitation Personnel
Special Education Personnel
Interagency Coordinating Council
State Rehabilitation Service Delivery System

CAREER OPPORTUNITIES

Project Title:
Career Opportunities

Competition #: 84.078C
(Postsecondary Demonstration Project)

Project Director:
Jane O. Rochester

Federal Grant #: H078-----

Project Coordinator:
Robert M. Glenn

Transition Institute #: 347

Contact Person:
Robert M. Glenn

Project Start Date: 10/01/93

Mailing Address:
University of North Carolina at Charlotte
105 Winningham Building
Charlotte, NC 28223

Project End Date: 9/30/96

Region: 2

Telephone #: 704-547-3136
704-547-4354 TDD

Fax #: 704-547-3226

E-Mail: N/A

Geographic Service Delivery Area:
Region within the state of North Carolina (i.e., more than one county)

SpecialNet User ID #: N/A

Project Purpose:

The project will develop a model program designed to provide experiential education opportunities that lead to competitive employment for UNC Charlotte students with disabilities. Objectives will include delivery of in-service training and orientation for UNCC faculty and staff; obtain employer participation in career development activities; develop linkages among disability services, VR services and career services; create experiential opportunities including job placement; provide technical assistance and information to institutions and schools, parent and support groups and the community at large.

Expected Outcomes:

Promote and enhance the career awareness and development of students. Prepare students for a job search, i.e., resume preparation, interview skills, self-esteem. Preparation and placement of students in experiential job opportunities (both paid and non-paid). Increase student awareness of, and access to, University programs and resources. Increase University staff and faculty awareness and education regarding service to students with disabilities. Increased employer's awareness of issues in recruiting and hiring students with disabilities. Increase employer contact and exchange of information with students with disabilities. Increased opportunity for students with disabilities to compete with non-disabled students for jobs.

Increased awareness and education of the public, employers, parents, University personnel, and students about the project, work accessibility and accommodations.

Approach Used to Reach Expected Outcome

Conduct educational workshops and forums for faculty and staff and attend faculty meetings. Publish a newsletter for faculty and staff. Prepare a reference handbook for each department and for student use. Create an advisory board that includes disabled and non-disabled employers, UNCC students with disabilities and University personnel. Host an annual career fair and career related workshops for persons with disabilities. Disseminate ongoing activities of the project including participant data, institutional, agency and business collaborations and contributions. Provide individual and group career counseling, including self-assessment and job information. Increase the number and types of assistive equipment available and demonstrate its use. Solicit and advertise job vacancy information and inform students.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 25.

ESTIMATED PROJECT IMPACT

Disability Categories

Not Specified - All Categories

Related Developmental Training for Targeted Audiences

Participants

Child/Individual with Special Needs
Parents
Education Personnel
Employers

POSTSECONDARY TRANSITIONING/CAREER PLACEMENT PROGRAM FOR PAROLING INDIVIDUALS WITH DISABILITIES

Project Title:
Postsecondary Transitioning/Career Placement Program for Paroling Individuals with Disabilities

Project Director:
Dr. Helen C. Williams

Project Coordinator:
Helen Valin, M.Ed.

Contact Person:
Dr. Helen C. Williams

Mailing Address:
Department of Correctional Education
7th Floor, James Monroe Building
101 North 14th Street
Richmond, VA 23219

Telephone #: 804-225-3328

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30022

Transition Institute #: 348

Project Start Date: 10/01/93

Project End Date: 9/30/96

Region: 2

Geographic Service Delivery Area:
State of Virginia

SpecialNet User ID #: N/A

Project Purpose:

The Virginia Department of Correctional Education provides quality educational programs that meet the varying needs of youth and adults committed to the correctional facilities in the Commonwealth of Virginia. This proposal presents a model Transition/Career Placement program designed to prepare postsecondary incarcerated students with disabilities to compete in a global economy and exercise the rights and responsibilities of citizenship.

A Transition/Career Placement Specialist will be hired to coordinate postsecondary employability and transitioning services for twenty-four disabled students presently incarcerated at the Deep Meadow Correctional Center in State Farm, Virginia. The disabled students will be paroled to the Norfolk, Roanoke, and Northern Virginia regions within the next two years.

Devising and implementing transition/career placement plans for incarcerated postsecondary students with disabilities presents a critical need that could become an essential component in the nation's plan to reduce recidivism.

Expected Outcomes:

Goals and objectives include the development of a transition/career placement program which will provide access to a coordinated set of activities based on the individual student's transition needs; the development of linkages between DCE and the various agencies that will be involved in providing transition support services; the demonstration that career placement services will increase the percentage of full time, gainful employment of those inmates with disabilities who participate in the program, and a demonstration that re-entry job placement and support services, preceded by postsecondary academic and vocational transitioning services will effectively reduce the recidivism rate of those inmates with disabilities who participate in this model program.

Approach Used to Reach Expected Outcome

Pre- and post-release transition plans may incorporate:

- Vocational/Aptitude Assessment
- Workplace literacy
- Personal skills
- Life skills
- Citizenship skills
- Work maturity skills
- Pre-employment skills
- Vocational training
- Postsecondary academic training
- Follow-up and monitoring
- Establishment of post-release services with a Department of Rehabilitation Services counselor assigned from the parolee's release area
- Referral to an appropriate service providers (Virginia Employment Commission, Job Accommodations Network, etc.)
- Job Placement
- In-service Accommodation/Advocacy Training for participating program employees and service provider agencies

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ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 24.

ESTIMATED PROJECT IMPACT

Disability Categories

Serious Emotional Disturbance
Visual Impairment Including Blindness
Mental Retardation
Multiple Disabilities

Spinal Cord Injury
Other Physical Disability
AIDS or AIDS Complex
Cancer
Epilepsy
Traumatic Head Injury (Including TBI)
Specific Learning Disability

Related Developmental Training for Targeted Audiences

Participants

Child / Individual with Special Needs
Parents
Family Members other than parents
Adult Service Providers
Case Managers
Education Personnel
Employers
Health Professionals
Job Coaches
Medical Personnel
Peer/Co-workers
Recreation Personnel
Rehabilitation Personnel
Related Services Personnel
Special Education Personnel
Vocational Educators
Community Health Service Delivery System
Community Mental Health Service Delivery System
Community Recreation Service Delivery System
Community Social Services Service Delivery System
Interagency Coordinating Council
State Education Service Delivery System
State Health Service Delivery System
State Human Service Delivery System
State Mental Health Service Delivery System
State Rehabilitation Service Delivery System

UNLOCKING FUTURES: A RESPONSIVE AND COORDINATED PROGRAM OF RECRUITMENT, TRANSITION TRAINING AND SUPPORT FOR YOUTH WITH DISABILITIES WHO HAVE DROPPED OUT OF SCHOOL

Project Title:
Unlocking Futures: A Responsive and Coordinated Program of Recruitment, Transition Training and Support for Youth With Disabilities who have Dropped Out of School

Competition #: 84.158D
(Youths with Disabilities who Have Dropped Out of School Project)

Project Director:
John E. Chadwick

Federal Grant #: H158D30026

Project Coordinator:

Transition Institute #: 362

Contact Person:
John E. Chadwick

Project Start Date: 9/1/93

Mailing Address:
Stonewall Jackson Technology Academy
8820 Bixlew Lane
Manassas, VA 22110

Project End Date: 9/1/97

Region: 2

Telephone #: 703-368-2106

Geographic Service Delivery Area:
Region within the state of Virginia (i.e., more than one county)

Fax #: 703-368-0339

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

The project is designed to establish and validate strategies to locate and motivate dropouts and at-risk youth to participate in integrated programs intended to provide them the skills needed to live and work in their communities.

Expected Outcomes:

The expected outcomes fall into two areas: program outcomes and participant outcomes. The program's goals are to identify dropout and at-risk youth with disabilities; increase performance and participation of traditionally underrepresented groups (minorities); provide placement, follow-up and long-term support for students; and develop collaborative partnerships and regional replication sites.

Participant outcomes include the achievement of academic and vocational competency, portfolio performance assessment, employment placement and postsecondary training, and vocational assessment.

Approach Used to Reach Expected Outcome

Through cooperation with the Job Training Partnership Act, the Academy recruits and identifies drop-out and at-risk youth for enrollment in the Academy. Once enrolled, students enter either the diploma track or the GED track, both of which utilize an integrated curriculum which teaches basic academic skills in tandem with vocational programs suited to the interests of the students. In addition to coursework, students are provided individual and group counseling with a school psychologist. Community and business partnerships provide opportunities for job placement and training, as well as job shadowing. Mentor relationships are fostered among the staff and community members who assist with the program. Students are assessed in both pre- and post-tests and through vocational assessments.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 100.

ESTIMATED PROJECT IMPACT

Disability Categories

Dropouts
Economically Disadvantaged
Specific Learning Disability

Related Developmental Training for Targeted Audiences

Participants

Child/Individual with Special Needs
Case Managers
Special Education Personnel
Vocational Educators
Local Education Service Delivery System

PROJECT SECOND CHANCE: A YOUTH DROP-OUT TRANSITION PROJECT FOR THE DISTRICT OF COLUMBIA

Project Title:
Project Second Chance: A Youth Drop-Out Transition Project for the District of Columbia

Project Director:
Christine Mason, Ph.D.

Project Coordinator:
Gail Hilliard-Nelson

Contact Person:
Christine Mason, Ph.D.

Mailing Address:
American Rehabilitation Association
and Kennedy Institute
1910 Association Drive
Reston, VA 22091

Telephone #: 703-648-9300

Fax #: 703-648-0346

E-Mail: N/A

Competition #: 84.158D
(Youths with Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D30007

Transition Institute #: 363

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 2

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

The American Rehabilitation Association—in conjunction with the Joseph P. Kennedy Institute (a center for education, residential, therapeutic, and vocational experiences), the Washington, D.C. Public Schools (DCPS), and the District of Columbia Rehabilitation Services Administration—proposes to implement a joint project to provide youth with disabilities who have dropped out of school an alternative means of gaining the academic credits and skills necessary to live and work successfully in their community.

Expected Outcomes:

The overall aims of the project are (1) to decrease the unemployment and drop out rates for youth with disabilities, and secondarily, (2) to decrease the incidence of crime, substance abuse, and pregnancy, particularly among youth with disabilities. It is our belief that by getting youth off the streets and back into school, jobs, and/or vocational educational programs AND by giving youth the special skills, information, hope, and support they need, they will be empowered to resist destructive behaviors and become responsible citizens. Thus, the Project Second

Chance is comprehensive, including social skills training, personal futures planning, circles of support, peer counseling and transition services.

Approach Used to Reach Expected Outcome

1. To motivate 50 youth with disabilities to return to school, stay in school, graduate, and resist destructive behaviors through development of peer counselor supports, school-rehabilitation-community outreach linkages, paid work experiences, and use of generic supports.
2. To increase the social skills, self-determination, and self-advocacy competencies of 50 youth with disabilities through development and implementation of the Second Chance Alternative Transition Curriculum.
3. To establish Circles of Support for 50 youth with disabilities through providing training and technical assistance to educators, employers, and families.
4. To improve employment outcomes for 50 youth who have dropped out of school through provision of academic credit for paid work experiences, supported employment, career exploration, and vocational education.
5. To extend the benefits to youth with disabilities beyond the 50 project participants by analyzing the results of the project, revising the Second Chance Alternative Transition Curriculum, producing a videotape, and widely disseminating information attained through implementation of Project Second Chance.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 20.

ESTIMATED PROJECT IMPACT

Disability Categories

Developmentally Delayed
Dropouts
Economically Disadvantaged
Mental Retardation
Specific Learning Disability

Related Developmental Training for Targeted Audiences

Participants

Education Personnel
Peer/Co-workers

REACH-OUT PROJECT

Project Title:
Reach-Out Project

Project Director:
LaVerne A. Buchanan

Project Coordinator:

Contact Person:
LaVerne A. Buchanan/Dr. Ann Deschamps

Mailing Address:
TransCen, Inc.
1010 Vermont Ave., NW, Suite 817
Washington, DC 20005

Telephone #: 202-628-0239

Fax #: 202-628-6364

E-Mail: N/A

Competition #: 84.158D
(Youths with Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D30018

Transition Institute #: 361

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 2

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

The purposes of this project are to stimulate the development of innovative approaches for improving and expanding the provision of education and employment services to youth with disabilities who have dropped out of school.

Expected Outcomes:

The overall goal of this project is to develop and implement a comprehensive system that will promote work/life capabilities of youth with disabilities who have dropped out of school and are unserved or under-served by the adult service system. Project outcomes will include employment, training and/or re-entrance into the public education system or an alternative GED program.

Approach Used to Reach Expected Outcome

Case management strategies, using considerable input from the individuals with disabilities, will be utilized to:

1. apply strategies identified from current research to the design of this model;
2. utilize a multi-cultural Project Advisory Council to evaluate project activities and outcomes for the purposes of meeting the specific needs of minority participants and to develop needed modifications to school curricula and policies/procedures to increase the effectiveness of transition programs for this population; and

3. develop a service delivery system that insures cooperation between families, schools, adult providers and local, state and federal agencies in providing services to these youth.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 25.

ESTIMATED PROJECT IMPACT

Disability Categories

Dropouts

Related Developmental Training for Targeted Audiences

None provided.

TRANSITION TO INDEPENDENCE PROJECT (TIP)

Project Title:
Transition to Independence Project (TIP)

Project Director:
Alex Brodrick

Project Coordinator:
Phyllis Shaikun

Contact Person:
Phyllis Shaikun

Mailing Address:
Spina Bifida Association of Kentucky
Kosair Charities Centre
928 Eastern Parkway
Louisville, KY 40217

Telephone #: 502-637-7363

Fax #: 502-637-1010

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K30032

Transition Institute #: 368

Project Start Date: 10/1/93

Project End Date: 10/1/96

Region: 2

Geographic Service Delivery Area:
State of Kentucky

SpecialNet User ID #: N/A

Project Purpose:

The Spina Bifida Association of Kentucky received an OSERS Grant to conduct a model project designed to (1) identify the types of experiences and responsibilities which help develop the skills and characteristics necessary for self-determination (i.e., assertiveness, creativity, self-advocacy and decision making) and (2) to provide opportunities for children, teens and young adults in Kentucky with Spina Bifida to develop these skills and characteristics through participation in an experience-based curriculum. Concurrently, their parents, healthcare and education professionals will receive training to prepare them to support children, teens, and young adults with Spina Bifida in their efforts to become capable of self-determination. To ensure stateside access, project activities will be conducted in Kentucky's twelve regional healthcare service delivery catchment areas.

Expected Outcomes:

The primary goal of this project is to enhance the capacity of young people with Spina Bifida to achieve independence and self-determination. A secondary goal is to identify and change family, healthcare and educational systems behaviors that interfere with child/teen/young adult's capacity to develop independence and self-determination. To this end, the project will develop, implement, evaluate and disseminate an experience-based curriculum to promote the development of independence and self-determination in adolescents and young adults and supporting behaviors among parents and professionals.

Approach Used to Reach Expected Outcome

Project staff will prepare and orient a CORE Team staff consisting of: a parent of a child with Spina Bifida; one teenager and one young adult with Spina Bifida; one healthcare and one education professional. They will, in turn, help to recruit parents, professionals, teens and young adults with Spina Bifida and their peers from the twelve regional delivery sites who will function as Leadership Teams in their respective areas. Leadership Teams will be trained to lead focus groups, facilitate training events, serve as peer counselors, and evaluate project outcomes. Focus groups will identify critical attitudes, skills and experiences needed by children, teens and young adults with Spina Bifida that promote/enhance their capacity of self-determination. An experience-based curriculum will be developed for each of the groups targeted in this project: parents, professionals, children, teens and young adults. This curriculum will be developed with grassroots input and will include key concepts, group and individual exercises, and actual life-experience activities critical to the development of self-determination.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 300.

ESTIMATED PROJECT IMPACT

Disability Categories

Spina Bifida

Related Developmental Training for Targeted Audiences

Participants

Child/Individual with Special Needs
Parents
Adult Service Providers
Caregivers
Education Personnel
Health Professionals
Other Service Delivery System

SELF-DETERMINATION PROJECT

Project Title:
Self-Determination Project

Project Director:
Ruthie-Marie Beckwith, Ph.D.

Project Coordinator:
Karen D. Hampton-Young

Contact Person:
Karen D. Hampton-Young

Mailing Address:
People First of Tennessee, Inc.
2943 McNairy Lane
P. O. Box 121211
Nashville, TN 37212-1211

Telephone #: 615-297-2734

Fax #: 1-800-269-7773

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K10010

Transition Institute #: 310

Project Start Date: 9/1/91

Project End Date: 8/31/94

Region: 2

Geographic Area Served:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

To teach people with disabilities empowerment, and also teach them the knowledge and skills needed to be active planners and participants in their own lives.

Expected Outcomes:

The expected outcome from the data collected will be disseminated by project personnel and project participants to self advocacy groups in other states through journal publications, national clearinghouses, etc. A training manual has been developed that will be readily usable by individuals with disabilities, persons in untrained advisory positions, self advocacy groups, and school based personnel.

Approach Used to Reach Expected Outcome

This project is accomplished in self advocacy clubs within high schools. Clubs learn basic self advocacy skills in a consumer run forum and use pre-determined lessons to learn self determination skills. These lessons have been written to be used in the club meeting format. They are not classroom lessons taught solely by a teacher. Students, with the help of a peer volunteer, advisor or teacher, lead meetings and participate directly in self determination. President and Vice President (students with disabilities) conduct meetings. The assistance of the teacher is only used when needed.

LESSONS FOR LIVING

SKILLS: Each lesson focuses on a particular self determination skill. These skills are presented to help members have an idea of what is to be expected of them in the world today. Some samples of the skills used in the lessons are: learning to speak up, making plans, and accepting responsibilities. The skills are discussed in the meeting through a variety of "Activities". These activities are meant for group discussion led by the advisor, adult volunteer or teacher. The "Activities" involve: questions and answers, role playing and skills practice.

Lesson goals are achieved through the following activities:

1. Accommodations For Learners
2. Homework
3. Mini Project
4. Teacher Comments
5. Teen Summit
6. Policymaking Making
7. Newsletter

PROJECT CONSUMERS FOR CURRENT YEAR

Not applicable - Not a direct service project.

PROJECT IMPACT

Disability Categories

Not applicable - Not a direct service project.

Project: Related Developmental Training for Targeted Audiences

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	142
Parents	18
Peer/Co-workers	2

PLANNED ASSISTIVE TECHNOLOGY HABILITATION SERVICES: PATHS

Project Title:
Planned Assistive Technology Habilitation Services: PATHS

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Project Director:
Richard G. Luecking

Federal Grant #: H158P10014

Project Coordinator:

Transition Institute #: 278

Contact Person:
Richard G. Luecking

Project Start Date: 10/1/91

Mailing Address:
TransCen, Inc.
451 Hungerford Dr. #700
Rockville, MD 20850

Project End Date: 9/30/94

Region: 2

Telephone #: 301-424-2002

Fax #: 301-251-3762

Geographic Service Delivery Area:
Region within the State of Maryland (i.e., more than one county)

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

To assist transitioning youth who have severe physical disabilities by providing assistive-technology coordination, family supports, and worksite technology evaluation.

Expected Outcomes:

To successfully improve placement rates in employment with required assistive devices.

Approach Used to Reach Expected Outcome

Thirty-six young adults with severe physical disabilities who are experiencing transition will receive: (1) logistical/psychological support regarding assistive devices; (2) an Individualized Assistive Technology Transition Plan; (3) coordination of assistive technology resources; and (4) employment experiences with assessment of assistive technology needs. Multiple case study design research methodology will be incorporated into the project to study the viability of the model and analyze the critical variables impacting on technology transfer and employment for transitioning youth with severe physical disabilities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

American Indian/Native American, Asian, Black/African American, Hispanic, White

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PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Cerebral Palsy	13	12-17
Spina Bifida	10	12-17
Traumatic Head Injury (including TBI)	2	--
Orthopedic Impairment	8	12-17

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	36
Parents (No special needs)	36
Education Personnel	15+
Employers	40+
Peer/Co-workers	20+
Special Education Personnel	25+

TRANCEN, INC./TRANSITION THROUGH COLLABORATIVE CASE MANAGEMENT FOR YOUTH WITH SEVERE EMOTIONAL DISABILITIES

Project Title:
TransCen, Inc./Transition Through Collaborative Case Management for Youth with Severe Emotional Disabilities

Project Director:
Dr. Ellen Fabian and Dr. George Pilson

Project Coordinator:

Contact Person:
Dr. Ellen Fabian and Dr. George Pilson

Mailing Address:
TransCen, Inc.
451 Hungerford Dr., Suite 700
Rockville, MD 20850

Telephone #: 301-424-2002

Fax #: 301-251-3762

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P-----

Transition Institute #: 373

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 2

Geographic Service Delivery Area:
Information not available.

SpecialNet User ID #: N/A

Project Purpose:

This proposed project is designed to meet the unique and specific transitional and vocational needs of students with SED and young adults with serious mental illness by developing and implementing a comprehensive case management system which assists these individuals in obtaining treatment, rehabilitation and other needed services.

Expected Outcomes:

The project will have direct impact on 72 students, 24 per each project year, with severe emotional disabilities or who are experiencing the onset of serious mental illness who are transitioning from the Montgomery County, Maryland Public Schools. Project participants will achieve long-term, individualized, paid, integrated employment as a result of project activities. It will be incorporate comprehensive case management that includes service coordination, linkages with mental health service providers, accommodation, vocational rehabilitation services and identification of postsecondary services and funding supports.

Approach Used to Reach Expected Outcome

The primary goals of the project are to:

1. Identify and develop Individual Transition Plans (ITP) for 72 youth (24 in each of the three project years) to incorporate vocational, social, residential, family, career, and recreational services and supports;
2. Identify and establish strategies for collaborative transition efforts among school, mental health, vocational rehabilitation, and adult service providers that ensure successful transition to work and adult life for youth with SED;
3. Identify and establish procedures for pre-graduation career development and on-site prevocational training in community-based jobs that ensure at least one successful competitive employment experience prior to school exit for each project participant;
4. Link all participating youth with one adult community support systems prior to exiting school, with long-term commitments in place to ensure ongoing intervention and services, as necessary;
5. Implement a research design that will identify those variables that contribute to successful transition outcomes for SED youth; and
6. Develop and disseminate material on project development, research outcomes, and effective strategies in order to facilitate replication of successful transition factors for SED youth.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 24.

ESTIMATED PROJECT IMPACT

Disability Categories

New project—Information not provided.

Related Developmental Training for Targeted Audiences:

Participants

New project—Information not provided.

THE CITY LIGHTS TRANSITION TO INTEGRATED POSTSECONDARY ENVIRONMENT RESEARCH PROJECT

Project Title: The City Lights Transition to Integrated Postsecondary Environment Research Project

Project Director:
Bert L'Homme

Project Coordinator:
Paul Bucci

Contact Person:
Gila Shusterman, City Lights School

Mailing Address:
Academy for Educational Development
1875 Connecticut Avenue, N.W.
Washington, DC 20009-1202

Telephone #: 202-884-8158

Fax #: 202-884-8422

E-Mail: N/A

Competition #: 84.158P (Research Projects on the Transition of Special Populations)

Federal Grant #: H158P10018

Transition Institute #: 281

Project Start Date: 10/1/91

Project End Date: 9/30/94

Region: 2

Geographic Service Delivery Area:
Urbanized Area (cities and surrounding areas of 50,000-100,000)

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this project is to achieve a clear understanding of the transition to post-secondary environments made by youths after they leave City Lights School, a day-treatment program for emotionally disturbed adolescents.

Expected Outcomes:

This study will ascertain the effectiveness of the City Lights program in helping its students achieve competitive and supported employment, postsecondary education, vocational training, and community-based living alternatives. Furthermore, it will contribute to the knowledge of similar community-based programs and their effectiveness for providing services to severely emotionally disturbed, adjudicated, and high-risk urban minority youth.

Approach Used to Reach Expected Outcome

City Lights School is a community-based non-profit organization in Washington, DC, serving high-risk, minority youth. The City Lights project will study a different cohort of 50 (25) 16-21 year old minority youth who leave the program each year. The progress of these youth will be tracked at 6, 12, and 24 months following their departure from City Lights. These follow-up data will be studied to determine whether and to what extent enrollment at City Lights cultivates drug-free habits, psychological health, and vocational, functional and academic skills among at-risk youth.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 135 Female: 45

Ethnicity of Target Population:

Black/African American, Multi-ethnic

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Multiple Disabilities	180	12-adult

Related Developmental Training for Targeted Audiences

Participants	Number of Individuals Participating to Date
Parents with Special needs (i.e., parents are abusive, adolescent, disabled, limited English proficiency, migrant, single, substance abusing, or surrogate)	200
Family Member other than parents	30
Case Managers	10
Paraprofessionals	4
Recreation Personnel	6
Special Education Personnel	12
Vocational Educators	2

Barriers to Project Implementation

The most significant barriers to implementation of our project have continued to be the difficulties we have had in locating and interviewing our former students. Generally, their unstable living environments prevent them from being located easily.

NEXT STEPS MULTI DISTRICT OUTREACH PROJECT

Project Title:
Next Steps Multi District Outreach Project

Project Director:
Deidre Hayden

Project Coordinator:
Linda McKelvy/Carolyn Beckett

Contact Person:
Deidre Hayden

Mailing Address:
Parent Educational Advocacy
Training Center
228 South Pitt Street, Suite 300
Alexandria, VA 22314

Telephone #: 703-836-2953

Fax #: 703-836-5869

E-Mail: N/A

Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q10033

Transition Institute #: 286

Project Start Date: 9/1/91

Project End Date: 8/31/93

Region: 2

Geographic Service Delivery Area:
State of Virginia

SpecialNet User ID #: N/A

Project Purpose:

To link two proven models of training and service delivery: 1) NEXT STEPS Model Project and 2) Parent Resource Centers; to establish a network of school district-based Transition Assistance Groups (TAGs) consisting of the parent/educator staff from Parent Resource Centers and a supported employment specialist. The T.A.G. Teams will provide training and assistance to students, parents, teachers, and adult service providers, to develop effective transition plans and strategies to ensure that students with disabilities are prepared to work/live within their communities. **Target**: Parents, students, teachers and adult service staff dealing with transition issues.

Expected Outcomes:

Virginia will have a network of 12 T.A.G. teams based in local Parent Resource Centers across the state, supported by multiple agencies, capable of providing expert training, support and information to teachers, parents, youth with disabilities, as well as adult service providers to plan transition services resulting in satisfactory community based work/living settings. The NEXT STEPS Multi-district Outreach model will be available for replication in Virginia and states beyond.

Approach Used to Reach Expected Outcome

Establish T.A.G. teams in 4 local school divisions throughout Virginia during each of the 3 project years (12 total) T.A.G.s will be prepared through "trainer of trainers" model to offer at least 4 workshops to their community within a year.

Project staff will offer ongoing inservice/Technical Assistance materials to the T.A.G.s throughout the year.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Black/African-American, Hispanic, White, Multi-ethnic

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Several Disabilities Addressed in One Project	350	12-adult

Related Developmental Training for Targeted Audiences

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	75
Families	186
Adult Service Providers	65
Special Education Personnel	109

BRIDGES...FROM SCHOOL TO WORK

Project Title:
Bridges...from school to work

Project Director:
Mark R. Donovan

Project Coordinator:
LaVerne Buchanan-Washington, D.C.
Vera Robles DeWitt-Los Angeles

Contact Person:
Nancy Carolan

Mailing Address:
Marriott Foundation for People
with Disabilities
One Marriott Drive, Dept. 901.10
Washington, D.C. 20058

Telephone #: 301-380-7771

Fax #: 301-380-8973

E-Mail: N/A

Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q10019

Transition Institute #: 289

Project Start Date: 9/1/91

Project End Date: 8/31/94

Region: 2

Geographic Service Delivery Area:
Metropolitan Area (cities and
surrounding areas of 100,000+)

SpecialNet User ID #: 1-52-1655740

Project Purpose:

The purpose of this project is to replicate the Marriott Foundation's "Bridges" transition model in Washington, D.C. and Los Angeles, CA.

Expected Outcomes:

The Bridges program expects to place a minimum of at least 60 students with disabilities (45 in DC, 15 in LA) into competitively paid supported interns during the current grant year.

Approach Used to Reach Expected Outcome

To achieve these outcomes, the Bridges model provides:

1. work orientation training to youth and their families; assessment of youth's interests, experience and abilities;
2. training for managers and co-workers to learn about people with disabilities in the workplace; analysis of employer/position needs for range of potential placement sites;
3. on-site technical assistance provided by professional staff who have been trained to assist employers and young adults through the employment process.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 88 Female: 44

Ethnicity of Target Population:

Asian, Black/African-American, Hispanic

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	2	16-22
Visual Impairment including Blindness	5	16-22
Hearing Impairment/Deafness	8	16-22
Mental Retardation	24	16-22
Orthopedic Impairment	5	16-22
Epilepsy	2	16-22
Traumatic Head Injury (including TBI)	1	16-22
Specific Learning Disability	85	16-22

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	
Parents (No special needs)	
Parents with Special Needs (i.e., parents are abusive, adolescent, disabled, limited English proficiency, migrant, single, substance abusing, or surrogate)	
Family Members other than parents	Information not available
Friends	
Case Managers	
Employers	
Job Coaches	
Special Education Personnel	
State Rehabilitation Service Delivery System	

Barriers to Project Implementation

The current economic climate has created a real squeeze in the employment markets. Particularly in L.A. there are far more companies/industries laying off workers than hiring. This not only negatively affects programs like Bridges when the lay-offs occur, but again when the company is hiring again. At that time they have to offer jobs to laid off workers before opening them to the general public.

EXPIRED PROJECT PROFILES IN REGION II

Six projects expired during 1993 in Region II, the Mid-South region. Three of these projects returned expired project questionnaires. The following is a summary of continuation activities, project components being continued, and project products for these projects.

FOCUS OF CONTINUATION ACTIVITIES

Only one of three projects who completed an expired survey form reported any continuation activities after the expiration of federal funding. These efforts include implementation of volunteer tutoring program; increase inservice training for postsecondary faculty; and accommodation of learning disabilities.

PROJECT COMPONENTS BEING CONTINUED

Only one project reported any specific components or activities that will continue despite the lapse of federal funding. These include intake/eligibility determination; assessment, referral, follow-up, education, and counseling.

PROJECT PRODUCTS

Projects listed products developed during their funding period: brochures, video productions, replication manuals, teachers' visual sampler, and a newsletter.

SUPPORT MODEL FOR HANDICAPPED STUDENTS

Project Title:
Support Model for Handicapped Students

Contact Person:
Edward Duffy

Mailing Address:
York Technical College
452 S. Anderson Road
Rock Hill, SC 29732

Telephone #: 803-327-8000

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 250

Project End Date: 9/30/93

Region: 2

Current Focus of Project Continuation Activities:

1. Implementation of volunteer tutoring program.
2. Increase inservice training for postsecondary faculty members.
3. Accommodation of learning disabilities within the academic setting.

Project Component Being Continued:

Program Component: Intake/eligibility determination, assessment, referral, follow-up, education, and counseling.
Administering Agency: York Technical College
Agency Contact Person: Deborah L. Gladden, Director, LEAP, York Technical College,
452 S. Anderson Rd., Rock Hill, SC 29230.

Project Products:

Brochure:
LEAP

Video Tape:
Impact: The Positive Potential of the Learning Disabled

SERVICES FOR STUDENTS WITH DISABILITIES IN COMMUNITY COLLEGES

Project Title:
Services for Students with Disabilities
in Community Colleges

Contact Person:
Lynn Barnett

Mailing Address:
American Association of Community
Colleges
One Dupont Circle #410
Washington, DC 20036

Telephone #: 202-728-0200

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 300

Project End Date: 9/30/93

Region: 2

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued:
Information not available

Project Products:
Information not available

SELF-DETERMINATION PROGRAM FOR TRANSITIONING YOUTH IN PRINCE GEORGE'S COUNTY

Project Title:
Self-Determination Program for
Transitioning Youth in
Prince George's County

Contact Person:
Jack E. Campbell

Mailing Address:
Prince George's County
Private Industry Council, Inc.
1802 Brightseat Road
Landover, MD 20785

Telephone #: 301-386-5522

Competition #: 84.158K
(Self-Determination Project)

Transition Institute #: 273

Project End Date: 8/31/93

Region: 2

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued:
Information not available

Project Products:
Information not available

PROJECT PARTNERSHIP

Project Title:
Project P*ART*nership

Contact Person:
David D. McKinney, Ph.D.

Mailing Address:
VSA Educational Services
1331 F Street, NW, Suite 800
Washington, DC 20008

Telephone #: 202-628-8080

Competition #: 84.158K
(Self-Determination Project)

Transition Institute #: 270

Project End Date: 9/30/93

Region: 2

Current Focus of Project Continuation Activities:
None

Project Components Being Continued:
Not Applicable

Project Products:

Replication Manual:
Project Partnership: Curriculum

Video Tape:
Project Partnership, $6.00. Order from: VSA Educational Services, 1331 F St., N.W. #800. Washington, DC 20008

Other:
Teacher's Visual Sampler

STATEWIDE TRANSITION & FACILITATION PROJECT (STAF PROJECT)

Project Title:
Statewide Transition & Facilitation Project (STAF Project)

Contact Person:
Ron Harrison/Beth Maguire

Mailing Address:
University of Kentucky
113 Mineral Industries Building
Lexington, KY 40506

Telephone #: 606-257-8104

Competition #: 84.158N
(Training and Employment Project)

Transition Institute #: 268

Project End Date: 8/30/93

Region: 2

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued:
Information not available

Project Products:
Information not available

VOCATIONAL OPTIONS PROJECT

Project Title:
Vocational Options Project

Contact Person:
Katherine J. Inge, M.Ed., OTR

Mailing Address:
Virginia Commonwealth University/RRTC
Box 842011
Richmond, VA 23284-2011

Telephone #: 804-367-1851

Competition #: 84.158N
(Training and Employment Project)

Transition Institute #: 269

Project End Date: 7/1/93

Region: 2

Current Focus of Project Continuation Activities:
None

Project Components Being Continued:
None

Project Products:
Newsletter:
"Transition from School to Work"

Replication Manual:
Designing Community-based Vocational Programs for Students with Severe Disabilities. $12.95. Order from: Virginia Commonwealth University/ RRTC, Box 842011, Richmond, VA 23284-2011

Video Tape:
"Transition from School to Adulthood" (Teleconference videotape product) $99.00. Order from: Virginia Commonwealth University/ RRTC, Box 842011, Richmond, VA 23284-2011

REGION III PROJECT PROFILES

REGIONAL PROFILE

Region III, the South Atlantic region, is composed of nine states--Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas--as well as Puerto Rico and the Virgin Islands. The 13 current projects in Region III are distributed as follows: Alabama (n=2), Arkansas (n=2), Florida (n=3), Georgia (n=1), Louisiana (n=1), Mississippi (n=2), and Texas (n=2). Competitions represented are Postsecondary Demonstration Projects (84.078C), Research Projects on the Transition of Special Populations (84.158P), and Multi-District Outreach Projects (84.158Q). The first map in this section plots the number of active projects in each state in Region III. The second map plots the approximate location of each project by competition and by Transition Institute number.

GEOGRAPHIC AREA SERVED

Of the current 13 projects, five indicate serving a region within a state. Three indicate serving a metropolitan area of over 100,000 people. Two report serving a state. The remaining projects report serving a county, an urbanized area of 50,000-100,000 people, and towns and cities of 2,500-50,000 people, respectively.

PRIMARY GRANTEE

The type of agency designation for projects in this region is summarized as follows:

7 - university, four-year college, or UAP

3 - community college

1 - private not-for-profit agency

This information is not available on two projects.

PROJECT PARTICIPANTS

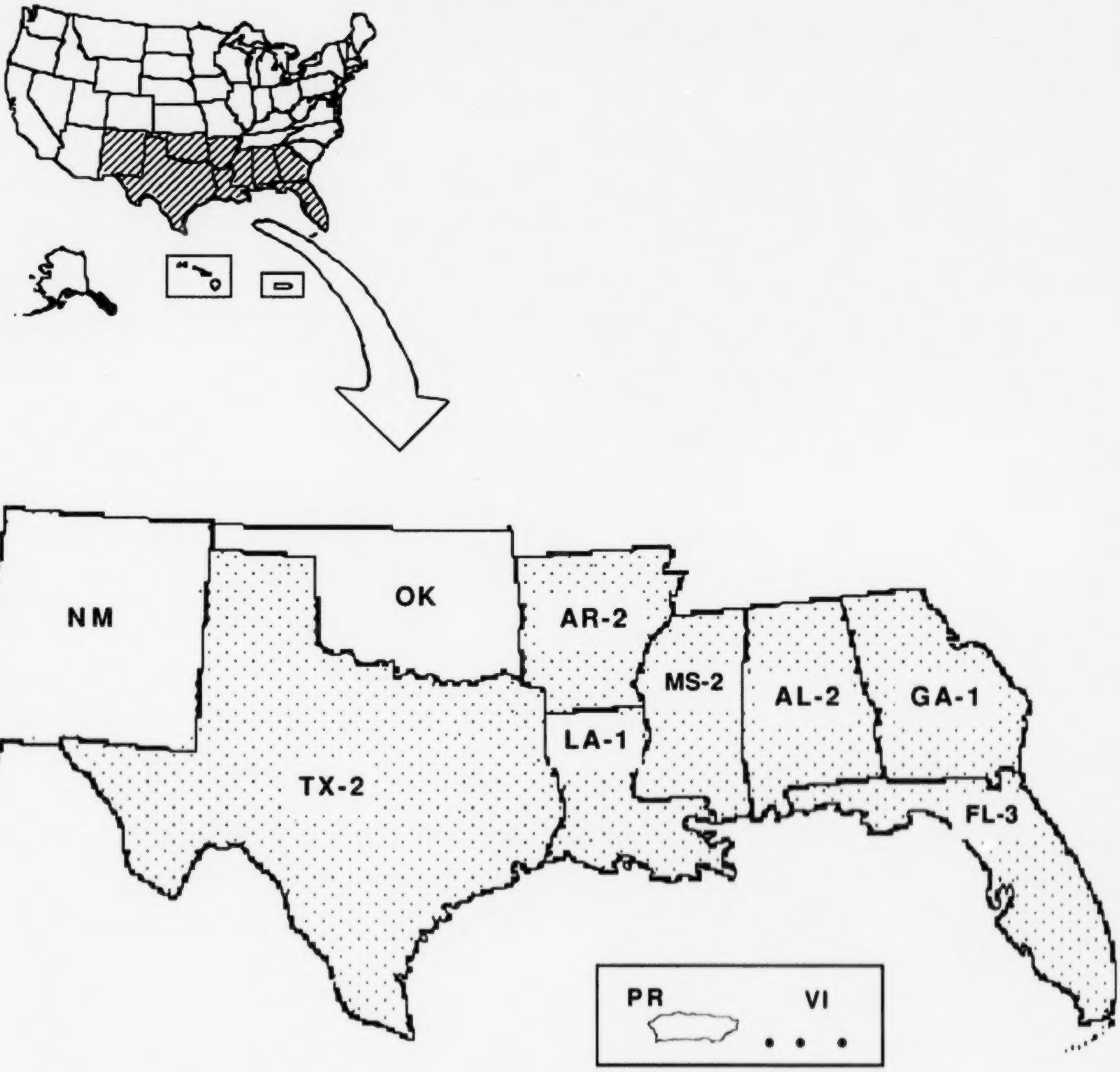
Of the target population, 21% are people with mental retardation, 15% are persons with a specific learning disability, and 6% have orthopedic impairment. The remainder demonstrate the following disabilities: serious emotional disturbance, economically disadvantaged, visual impairment including blindness, spinal cord injury, other physical disability, hearing impairment (NOT including deafness), multiple disabilities, traumatic head injury (including TBI), developmentally delayed, cerebral palsy, deafness, articulation disorder, and autism.

Targeted audiences provided developmental training in Region III include: 173 individuals with special needs, 86 parents, 11 family members other than parents, 2,205 education personnel, 548 non-education personnel, and 78 individuals in the service delivery system category.

Geographic Distribution of Model Demonstration Projects in Region III: South Atlantic

as of July 1994

(N = 13)

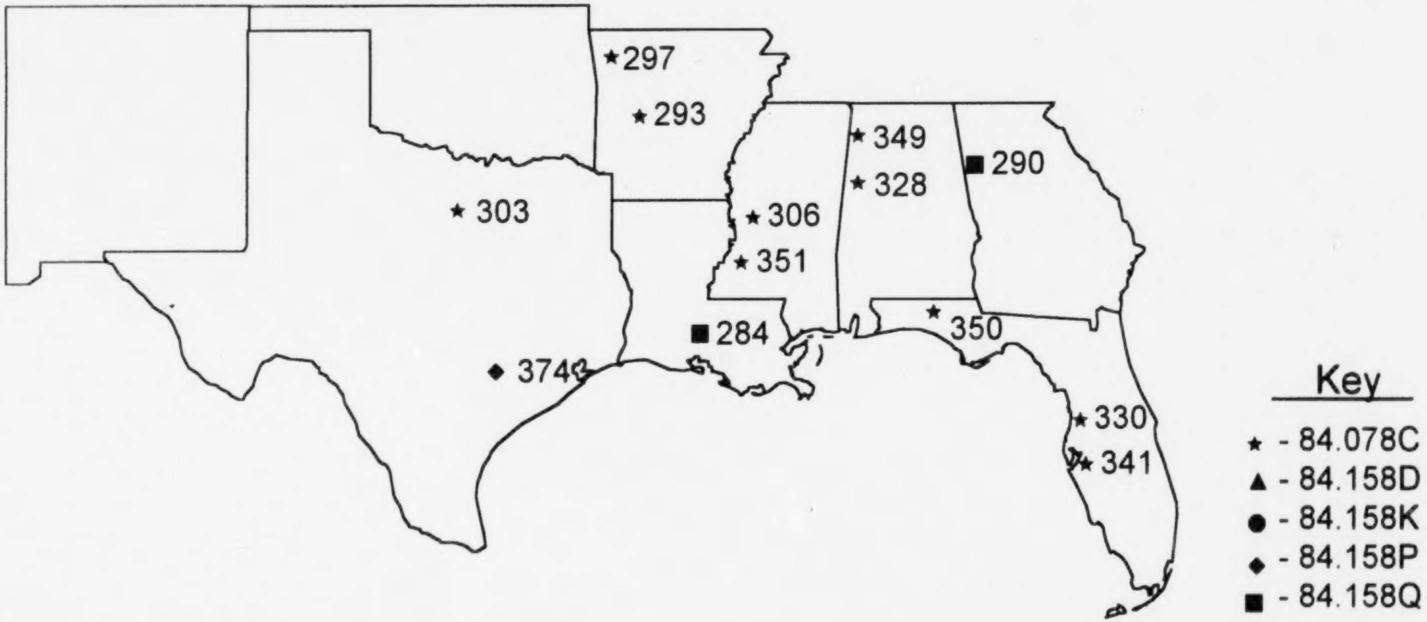

NM
OK
AR-2
MS-2
AL-2
GA-1
LA-1
TX-2
FL-3
PR
VI

░ Shading indicates states where projects are located.

Number indicates number of projects

Geographic Distribution of Model Demonstration Projects in Region III: South Atlantic -- By Competition Number and Transition Institute Number as of July, 1994

(N = 13)


★297
★293
★303
★349
★328
■290
★306
★351
■284
◆374
★350
★330
★341
Key
★ - 84.078C
▲ - 84.158D
● - 84.158K
◆ - 84.158P
■ - 84.158Q

THE LD CAREER PROJECT

Project Title:
The LD Career Project

Project Director:
Dr. Jamie Satcher

Project Coordinator:
Peggy Harris

Contact Person:
Dr. Jamie Satcher

Mailing Address:
The University of Alabama
Center for Teaching and Learning
Box 870304
Tuscaloosa, AL 35487-0304

Telephone #: 205-348-5175

Fax #: 205-348-5291

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20038

Transition Institute #: 328

Project Start Date: 10/1/92

Project End Date: 9/30/95

Region: 3

Geographic Service Delivery Area:
State of Alabama

SpecialNet User ID #: N/A

Project Purpose:

To enhance the transition of college students with learning disabilities from college to professional employment.

Expected Outcomes:

1. Increased knowledge of career planning and placement needs of college students with learning disabilities
2. Increased participation of college students with learning disabilities in career enhancing activities
3. Increased networking among university programs serving learning disabled students.
4. Development of instructional materials for career counselors serving learning disabled college students.

Approach Used to Reach Expected Outcome

1. Workshops for college faculty, career counselors, and related personnel
2. Individualized career counseling for students with learning disabilities

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available

Ethnicity of Target Population:

White

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Specific Learning Disability	57	18-25

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Adult Service Providers Education Personnel Employers Rehabilitation Personnel Related Services Personnel Special Education Personnel State Education Service Delivery System State Rehabilitation Service Delivery System	Information not available

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Barrier to Project Implementation

Biggest barrier has been motivating students to participate in individual career counseling sessions. We have great services for them, but they seem to be focused primarily on achieving academic success. We are developing strategies for more involvement. Any ideas?

POSTSECONDARY PROGRAM FOR INDIVIDUALS WITH DISABILITIES/ PROJECT GATE: (GAINING ACCESS: TRANSITION TO EMPLOYMENT)

Project Title:
Postsecondary Program for Individuals with Disabilities/Project GATE: (Gaining Access: Transition to Employment)

Competition #: 84.078C
(Postsecondary Demonstration Project)

Project Director:
Virginia H. Smith

Federal Grant #: H078C30016

Project Coordinator:

Transition Institute #: 349

Contact Person:
Virginia H. Smith

Project Start Date: 10/1/93

Mailing Address:
Calhoun Community College
P. O. Box 2216
Decatur, AL 356099-2216

Project End Date: 8/31/96

Region: 3

Telephone #: 205-306-2866

Geographic Service Delivery Area:
Region within the State of Alabama (i.e., more than one county)

Fax #: 205-350-1379

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

To design and implement a set of strategies to enhance the role of the existing campus placement office to serve the needs of students with disabilities and to increase the awareness of campus personnel about the needs of students with disabilities and their employment opportunities.

Expected Outcomes:

Job placements for students with disabilities will be increased by 35%, and technical assistance and information on program and work accessibility and accommodations will be provided. Information on providing career placement opportunities for students with disabilities will be disseminated.

Cooperative agreements will be developed with agencies and employer groups to strengthen coordination of effort.

Approach Used to Reach Expected Outcome

The project will provide inservice training and orientation programs that focus on the support services and accommodations needed by students with disabilities.

Workshops will be provided for employers and employers will be involved in campus-based opportunities with students. Seminars and a "Job Club" will help students explore career information and cultivate skills and knowledge such as job-seeking skills, interviewing, on-the-job behavior, and time management. Students will be assisted with opportunities for mentorships, shadowing, co-op employment, and part-time/full-time employment.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 60.

ESTIMATED PROJECT IMPACT

Disability Categories

Not specified.

Related Developmental Training for Targeted Audiences:

Participants

Child/Individual with Special Needs
Education Personnel
Employers
Special Education Personnel
Vocational Educators
Local Education Service Delivery System

STUDENT EMPOWERMENT & EMPLOYMENT

Project Title:
Student Empowerment &
Employment

Project Director:
Susan Queller

Project Coordinator:
Stacy Willis

Contact Person:
Susan Queller

Mailing Address:
UALR Disability Support Services
2801 S. University Ave.
Little Rock, AR 72204

Telephone #: 501-569-3143

Fax #: 501-569-3588

E-Mail: slqueller@ualr.edu

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10048

Transition Institute #: 293

Project Start Date: 8/91

Project End Date: 8/94

Region: 3

Geographic Service Delivery Area:
Metropolitan Area (cities and
surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

To empower students through knowledge of their rights, services, technology, effective communication techniques, and effective job search strategies to become successfully employed in their chosen fields upon graduation.

Expected Outcomes:

Students will: Gain related work experience; have completed useful and effective resumes; understand the ADA and what reasonable accommodations may be expected; devise effective accommodation plans for while in school and for future employment sites; become successful self advocates; ultimately gain full-time employment in chosen field.

Faculty/staff will: Have a greater understanding of disability issues; how to work with students; how to develop accommodation plans, and Section 504 & ADA.

Approach Used to Reach Expected Outcome

Career planning on individual basis and teach career planning courses. Develop curricula for 2 new courses, seek approval, teach courses (1) "Equal Employment Opportunities for People with Disabilities," (2) "Disability in People's Lives." Self advocacy workshops. Job placement, internship, work study and other on-the-job experience prior to graduation, placement assistance (post graduation) for full-time. Faculty/staff inservice training.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Not Specified	330	18-Adult

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Education Personnel	58

PROJECT CAREER

Project Title:
Project Career

Project Director:
Richard T. Roessler, Ph.D.

Project Coordinator:

Contact Person:

Mailing Address:
Arkansas Research & Training Center
University of Arkansas
346 N. West Avenue
Fayetteville, AR 72701

Telephone #: 501-575-3656

Fax #: 501-575-3253

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10042

Transition Institute #: 297

Project Start Date: 10/1/91

Project End Date: 9/30/94

Region: 3

Geographic Service Delivery Area:
Region within the state of Arkansas
(i.e., more than one county)

SpecialNet User ID #: N/A

Project Purpose:

1. To provide technical assistance, training and materials to assist the University of Arkansas in making systemic changes necessary to serve students with disabilities in its mainstream career services program.
2. To model methods by providing direct services to students with disabilities to demonstrate how they can be included in mainstream programs and services.

Expected Outcomes:

1. Serve 50 students with disabilities
2. Provide for continuation of programmatic efforts through systems change
3. Develop and disseminate program and curriculum materials
4. Increase awareness of disability issues facing students

Approach Used to Reach Expected Outcome

1. Demonstration of direct service components
2. Technical assistance
3. Faculty/staff training

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 11 Female: 15

Ethnicity of Target Population:

Asian, Black/African-American, White

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	1	18-Adult
Visual Impairment including Blindness	6	18-Adult
Hearing Impairment (NOT including deafness)	2	18-Adult
Spinal Cord Injury	1	18-Adult
Other Physical Disability	6	18-Adult
Epilepsy	3	18-Adult
Traumatic Head Injury (including TBI)	1	18-Adult
Specific Learning Disability	6	18-Adult

Project Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Peer/Co-workers	8
Related Services Personnel	3

ENHANCING CAREER OPPORTUNITIES FOR STUDENTS WITH DISABILITIES

Project Title:
Enhancing Career Opportunities
for Students with Disabilities

Project Director:
Karen Lehmann

Project Coordinator:
Walter Johnson (East)
Peg Edmonds (West)

Contact Person:
Ed Cogle

Mailing Address:
Valencia Community College
702 N. Econlockhatchee Trail
P.O. Box 3028
Orlando, FL 32802-3028

Telephone #: 407-299-5000, Ext. 2229

Fax #: 407-299-5000/2593

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20031

Transition Institute #: 330

Project Start Date: 11/21/92

Project End Date: 11/21/95

Region: 3

Geographic Service Delivery Area:
Region within the State of
Florida (i.e., more than one
county)

SpecialNet User ID #: N/A

Project Purpose:

To develop and implement a group of activities designed to address the key problems identified in a literature search on training and job placement services for disabled students such as high unemployment rates for the disabled and employer misconceptions about the physical and emotional needs and quality of job performance of the disabled. Valencia's model will incorporate solutions to those key problems into a cost-effective and easily replicable format, thus meeting a critical national need.

Expected Outcomes:

1. To ensure that all disabled students assess their career goals, prepare for job interviews, and that at least 60 percent find permanent placement after graduation.
2. To expand by 25 percent annually for three years the number of co-op and permanent job placements for Valencia's disabled students.
3. To measurably improve faculty, employer, college, and workplace attitudes toward disabled persons.

4. To ensure replication of this project by documenting the process used to accomplish these goals for dissemination to community colleges nationwide.

Approach Used to Reach Expected Outcome

The main components of this proposed model involve the development and implementation of training seminars designed for a variety of audiences.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 66 Female: 59

Ethnicity of Target Population:

American Indian/Native American, Asian, Black/African-American, Hispanic, White

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	35	18-25
Visual Impairment Including Blindness	10	18-25
Hearing Impaired (NOT including deafness)	11	18-25
Orthopedic Impairment (includes all physical disabilities)	48	18-25
Specific Learning Disability	21	18-25

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Education Personnel	100
Employers	52
Peer/Co-workers	35

THE CAREER EMPOWERMENT OPPORTUNITIES (C.E.O.) PROJECT

Project Title:
The Career Empowerment Opportunities (C.E.O.) Project

Project Director:
Mary Sylvester

Project Coordinator:
James Dwyer

Contact Person:
Mary Sylvester

Mailing Address:
Indian River Community College
Vocational Transition Center/IRCC
3209 Virginia Avenue
Fort Pierce, FL 34981

Telephone #: 407-462-4736

Fax #: 407-462-4796

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20014

Transition Institute #: 341

Project Start Date: 10/1/92

Project End Date: 9/30/95

Region: 3

Geographic Service Delivery Area:
Region within the State of Florida
(i.e., more than one county)

SpecialNet User ID #: N/A

Project Purpose:

In order for students with disabilities to be the "C.E.O.'s" of their careers, they must have accessible learning environments, marketable skills, support services, and linkages to employment resources. The Career Empowerment Opportunities (C.E.O.) Project will strengthen existing linkages and establish new strategic partnering resources for students with disabilities, service providers and employers.

Expected Outcomes:

1. Increased enrollment of disabled students.
2. Disability awareness of college faculty, community service providers, employers.
3. Effective job matching of qualified students with disabilities in appropriate employment.
4. Increased utilization of job placement resources by students with disabilities.
5. Establishment of the Vocational Transition Center as a clearinghouse for disability information and applications of rehabilitation technology.
6. Increased interagency coordination.

Approach Used to Reach Expected Outcome

1. Disability awareness training.
2. Employment readiness training.
3. Career counseling.
4. Linkages to campus and community job placement resources.
5. Individualized assistance to faculty, community service providers, and employers in applications of rehabilitation technology.
6. Technical assistance to employers in all aspects of Title I of the Americans with Disabilities Act.
7. Development of software to facilitate job matching and reasonable accommodations.
8. Establishment of a clearinghouse to disseminate information related to reasonable accommodations for persons with disabilities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 15 Female : 9

Ethnicity of Target Population:

Asian, Black/African-American, Hispanic, White.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	15	Adult
Visual Impairment Including Blindness	1	Adult
Developmentally Delayed	7	Adult
Hearing Impairment (NOT including deafness)	3	Adult
Multiple Disabilities	9	Adult
Orthopedic Impairment (includes all physical disabilities)	15	Adult
Cerebral Palsy	1	Adult
Spinal Cord Injury	1	Adult
Epilepsy	1	Adult
Traumatic Head Injury (including TBI)	8	Adult
Specific Learning Disability	15	Adult

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Not applicable	

Barriers to Project Implementation

The service area of the project continued to experience one of the five highest unemployment rates in the State of Florida. This has resulted in limited employment opportunities for students with disabilities.

Area employers have not utilized the Projects' technical assistance services for compliance with the Americans with Disabilities Act to the extent that was expected.

THE COALITION FOR CAREERS: A CAREER DEVELOPMENT & PLACEMENT MODEL FOR UNIVERSITY STUDENTS WITH DISABILITIES

Project Title:
The Coalition for Careers: A Career Development & Placement Model for University Students with Disabilities

Project Director:
Bruce M. Menchetti, Ph.D

Project Coordinator:
Jim Costello

Contact Person:
Jim Costello

Mailing Address:
The Career Center
The Florida State University
Bryan Hall
Tallahassee, FL 32306-1035

Telephone #: 904-644-0594

Fax #: 904-644-3273

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078-----

Transition Institute #: 350

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 3

Geographic Service Delivery Area:
Urbanized Area (cities and surrounding areas of 50,000-100,000)

SpecialNet User ID #: N/A

Project Purpose:

To coordinate effective career development and placement activities, increase the inclusion of students with disabilities in those activities, and create new career development opportunities for students with disabilities at a large state university. This project will expand the placement opportunities available to students with disabilities and will also increase the disability awareness and knowledge of career development and placement professionals, employers, university faculty and administrators, and the nondisabled student body.

Expected Outcomes:

Project outcomes related to the career development of students with disabilities will include:

1. their increased participation in pre-employment internship experiences;
2. increased access to career counseling and other career development activities;
3. increased career placements and employment maintenance in preferred career areas; and

4. the institutionalization of a coordinated and inclusive system of effective career development and placement activities in a large university setting.

Project outcomes related to the training of professionals will include:
1. development of preservice and in-service training materials for both career development and postsecondary education personnel;
2. dissemination of project activities at state, regional, and national meetings and conferences.
3. increased awareness and knowledge regarding disability and effective employment supports and accommodations; and
4. dissemination of effective strategies and project related research through professional publications.

Approach Used to Reach Expected Outcome

The Coalition for Careers, through the establishment of broad-based partnerships, will develop a coordinated and inclusive system of career development and placement activities for students with disabilities at Florida State University (FSU). Co-principal investigators from the Department of Special Education, the FSU Disabled Student Services Office, and the FSU Career Center, will guide a cooperative effort involving FSU students with and without disabilities, business and industry leaders from throughout Florida, and the Florida Division of Vocational Rehabilitation. This coordinated effort will result in increased employment opportunities for FSU students with disabilities and will also increase the awareness and knowledge of all project partners about strategies for including disabled students in the many effective career development activities available at a large state university.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 45.

ESTIMATED PROJECT IMPACT

Disability Categories

Serious Emotional Disturbance
Visual Impairment Including Blindness
Cerebral Palsy
Spina Bifida
Spinal Cord Injury
Traumatic Head Injury (Including TBI)
Specific Learning Disability
Language Disorder

Related Developmental Training for Targeted Audiences:

Participants

Adult Service Providers
Education Personnel
Employers
Peer/Co-workers
Rehabilitation Personnel
Related Services Personnel
Special Education Personnel
Local Education Service Delivery System
State Development Disabilities Service Delivery System
State Education Service Delivery System
State Rehabilitation Service Delivery System
Other Service Delivery System

THE CAREER DEVELOPMENT PROJECT

Project Title:
The Career Development Project

Project Director:
Anne R. Thompson

Project Coordinator:
Byron Brumfield

Contact Person:
Anne R. Thompson

Mailing Address:
Mississippi State University
Department of Counselor Education
P. O. Drawer GE
Mississippi State, MS 39762

Telephone #: 601-325-7917

Fax #: 601-325-3263

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10041

Transition Institute #: 306

Project Start Date: 9/1/91

Project End Date: 9/1/94

Region: 3

Geographic Service Delivery Area:
State of Mississippi

SpecialNet User ID #: N/A

Project Purpose:

The overall goal of the project is to enhance the transition of college students with disabilities from school to work. Career placement personnel, college faculty, secondary school personnel, and rehabilitation counselors will better meet the career development needs of these clients.

Expected Outcomes:

1. College students with disabilities will be better prepared to make a successful transition to employment.
2. College faculty, vocational rehabilitation personnel, career services personnel, secondary school counselors, and employers will be better prepared to meet the transition needs of college students with disabilities.
3. Informational and technical materials regarding career development for college students with disabilities will be disseminated throughout the state and nationally.

Approach Used to Reach Expected Outcome

Outcome 1:

a) Identify students and provide individual career counseling.
b) Evaluate effectiveness of this counseling.

c) Conduct workshops for students with disabilities (2 annually)
d) Follow-up studies of graduates.

Outcome 2:

a) Develop brochure describing the project — disseminate.
b) Workshop for faculty about students with disabilities (2 yearly).
c) Develop videotape for new faculty orientation.
d) Present at MS counseling association, MS. Council on Exceptional Children, and Rehabilitation Association of MS.

Outcome 3:

a) Develop handbooks on: ADA, job seeking, retention, interview skills; community resources, resume writing, managing stigma.
b) Develop a technical manual for workshops for career placement personnel.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 87 Female : 49

Ethnicity of Target Population:

Asian, Black/African-American, White.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Visual Impairment Including Blindness	15	18-Adult
Deafness	1	18-Adult
Hearing Impairment (NOT including deafness)	6	18-Adult
Multiple Disabilities	1	18-Adult
Cerebral Palsy	7	18-Adult
Spinal Cord Injury	21	18-Adult
Other Physical Disability	17	18-Adult
Epilepsy	3	18-Adult
Traumatic Head Injury (including TBI)	5	18-Adult
Specific Learning Disability	58	18-Adult
Articulation Disorder	1	18-Adult
Other (Sickle-Cell)	1	18-Adult

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Case Managers	40
Education Personnel	2000

Employers	150
Rehabilitation Personnel	50

PROGRAM FOR EXCELLENCE AND ACCOMMODATION IN EMPLOYMENT

Project Title:
Program for Excellence and
Accommodation in Employment

Project Director:
Mit Arnold, Ed.D. and
Gary Mooers, Ph.D

Project Coordinator:

Contact Person:
Mit Arnold, Ed.D.

Mailing Address:
University of Mississippi
139 Education
University, MS 38766

Telephone #: 601-232-7100

Fax #: 601-232-7249

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30048

Transition Institute #: 351

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 3

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000

SpecialNet User ID #: N/A

Project Purpose:

The goal of the University of Mississippi Program for Excellence and Accommodation in Employment is the enhancement of employment opportunities for college students with disabilities. This goal will be achieved through a campaign of awareness about such students and their needs for support services. Staff and faculty training, print materials and technical assistance delivered state-wide via satellite will impact on UM administrators, faculty and staff, employers, and public school teachers and counselors. Job placement and career-experiences for UM students with disabilities will increase due to the development of formal memoranda of understanding, increased campus-based career opportunities, work experiences, internships and summer work placements. The project's success will be ensured by collaborative efforts among employers, Mississippi Dept. of Economic Dev., UM faculty from the School of Education and Liberal Arts, and staff from UM Disabled Student Services and Personnel Services, and representatives from MS Dept. of Rehab. Services.

Expected Outcomes:

Enhanced opportunities for competitive employment outcomes for University of Mississippi students with disabilities upon graduation.

Enhanced academic and employment support for University of Mississippi students with disabilities while on campus.

Interagency/Interdisciplinary collaboration in the development of products and outcomes.

Approach Used to Reach Expected Outcome

Enhanced opportunities for competitive employment for University of Mississippi students with disabilities will be achieved through the development of increased campus-based career opportunities, work experience, internships, and summer work placements.

Enhanced opportunities for academic and employment support services for UM students with disabilities will be accomplished through: the development, implementation and evaluation of a curriculum to train UM faculty and staff which will subsequently become a videotape to be used by UM Personnel Services for new employees; the presentation of statewide teleconferences designed for public school personnel.

Interagency collaboration will be achieved through involvement from Mississippi's Departments of Economic Development and Rehabilitative Services, staff from the UM Offices of Personnel, Disabled Student Services, Career Planning and Placement and faculty from the School of Education and College of Liberal Arts.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 25.

ESTIMATED PROJECT IMPACT

Disability Categories

Visual Impairment Including Blindness
Deafness
Economically Disadvantaged
Other Physical Disability
Specific Learning Disability

Related Developmental Training for Targeted Audiences:

Participants

Child/Individual with Special Needs
Education Personnel

Employers
Rehabilitation Personnel
Special Education Personnel
State Rehabilitation Service Delivery System

PROJECT COED

Project Title:
Project COED

Project Director:
Carole Shafner

Project Coordinator:

Contact Person:
Carole Shafner

Mailing Address:
Association for Retarded Citizens
2114 Anson Road
Dallas, TX 75235

Telephone #: 214-634-9810

Fax #: 214-634-9815

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10012

Transition Institute #: 303

Project Start Date: 10/91

Project End Date: 10/94

Region: 3

Geographic Service Delivery Area:
Metropolitan Area (cities and
surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

Job skills training and job placement for individuals with mental retardation.

Expected Outcomes:

1. Job Skills Training
2. Employment
3. Social behavior appropriateness in work environment
4. Independent living/integration into workforce
5. Quality of life
6. Interagency coordination

Approach Used to Reach Expected Outcome

1. Job skills training
2. Bus mobility training
3. Appropriate social behaviors
4. Good grooming skills

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 0 Female : 4

Ethnicity of Target Population:

Asian, Black/African-American, Hispanic, White.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Autism	2	18-45
Developmentally Delayed	3	18-45
Economically Disadvantaged	50	18-45
Mental Retardation	50	18-45
Multiple Disabilities	5	18-45
Orthopedic Impairment (includes all physical disabilities	3	18-45
Cerebral Palsy	1	18-45
Epilepsy	1	18-45
Specific Learning Disability	1	18-45

Related Developmental Training for Targeted Audiences:

Participants

None

Barriers to Project Implementation

1. Transportation issues.
2. Parents not wanting to "let go."
3. Employers/management not understanding consumers.
4. Changes in supervisors/miscommunication or no communication with job coach when problems arise.

TRANSITION OF YOUTH WITH TBI TO INTEGRATED POSTSECONDARY ENVIRONMENTS

Project Title:
Transition of Youth with TBI to
Integrated Postsecondary Environments

Project Director:
Walter M. High, Ph.D.

Project Coordinator:
Douglas Bloom, Ph.D.

Contact Person:
Walter M. High, Ph.D.

Mailing Address:
The Institute for Rehabilitation and
Research (TIRR)
Brain Injury Research Center of TIRR
4007 Bellaire Blvd., Ste. EE
Houston, TX 77025

Telephone #: 713-666-9550

Fax #: 713-668-5210

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition
of Special Populations)

Federal Grant #: H158P30003

Transition Institute #: 374

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 3

Geographic Service Delivery Area:
Metropolitan Area (cities and
surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

The purpose of the project is to develop model services for youth with TBI to improve their transition from school to community in 10 Houston-area school districts.

Expected Outcomes:

We expect youth with TBI who have participated in the program to have a greater rate of employment, greater social integration, and greater independence in living compared to youth with TBI who have not participated in the program.

Approach Used to Reach Expected Outcome

Participants receive thorough neuropsychological and psychoeducational evaluations; participation of a developmental neuropsychologist and transition coordinator in development of the ITP; on-site participation of neuropsychologist and transition coordinator in task analysis of prospective jobs; frequent follow-up with employers to diffuse potential problems threatening continued employment as they arise.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct services to persons with disabilities. Estimated number of individuals to be served during first year of funding: 25.

ESTIMATED PROJECT IMPACT

Disability Categories

Traumatic Head Injury (Including TBI)

Related Developmental Training for Targeted Audiences:

Participants

Child/Individual with Special Needs
Parents
Education Personnel
Employers
Job Coaches
Rehabilitation Personnel
Special Education Personnel
Vocational Educators Service Delivery System
Local Education Service Delivery System
State Education Service Delivery System

MULTI-DISTRICT OUTREACH FOR TRANSITION

Project Title:
Multi-District Outreach for Transition

Project Director:
Paul Alberto

Project Coordinator:
Teresa A. Taber

Contact Person:
Paul Alberto

Mailing Address:
Georgia State University
Department of Educational Psychology
and Special Education
University Plaza
Atlanta, GA 30303

Telephone #: 404-651-2310

Fax #: 404-651-2555

E-Mail: N/A

Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q10001

Transition Institute #: 290

Project Start Date: 10/1/91

Project End Date: 10/31/94

Region: 3

Geographic Service Delivery Area:
County

SpecialNet User ID #: N/A

Project Purpose:

To provide technical assistance and information sharing activities concerning the organization, procedures, and techniques for secondary education and transition services for students with moderate and severe disabilities in school systems in Georgia.

Expected Outcomes:

Establishment of interagency transition committee structure at the state, district, and individual levels, restructured secondary school training program to include transition classes and a comprehensive CBVI program (leading to supported employment) and establishment of parent/ family information groups in each targeted school district.

Approach Used to Reach Expected Outcome

Training of school and adult program personnel on preparing students for supported employment, regular presentations at regional, state, and national conferences, direct TA to targeted school systems on CBVI implementation and training site employment, formation and participation in interagency transition committees at the state, local, and individual levels.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 102 Female: 71

Ethnicity of Target Population:

Asian, Black/African-American, Hispanic, White

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Mental Retardation	173	14-21

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	173
Parents (No special needs)	86
Family Members other than parents	11
Adult Service Providers	31
Education Personnel	47
Employers	42
Job Coaches	61
Paraprofessionals	27
Recreation Personnel	8
Rehabilitation Personnel	14
Related Services Personnel	9
Special Education Personnel	13
Vocational Educators	5
Community Mental Health Service Delivery System	11
Community Recreation Service Delivery	8
Interagency Coordinating Council	9

Barrier to Project Implementation

Funding policies between public and private agencies for the sharing of financial resources. Although this has been a barrier, a resolution is currently in the process of being developed.

TRANSITION PROJECT-MULTI-DISTRICT OUTREACH

Project Title:
Transition Project-Multi-District Outreach

Project Director:
William Sharpton

Project Coordinator:
Joan D. Guillory

Contact Person:
Joan D. Guillory

Mailing Address:
University of New Orleans
Dept. of Special Education & Habilitative Services
Education Building Room 220
Lakefront
New Orleans, LA 70148

Telephone #: 504-286-5592

Fax #: N/A

E-Mail: N/A

Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q10016

Transition Institute #: 284

Project Start Date: 10/1/91

Project End Date: 9/30/94

Region: 3

Geographic Service Delivery Area:
Region within the State of Louisiana

SpecialNet User ID #: N/A

Project Purpose:

To improve interagency coordination, at the local, regional, and state level, in order to create positive lifestyles for consumers with severe disabilities and their families. While this project proposes to affect change at these 3 levels, primary emphasis is on the local level.

Expected Outcomes:

1. Development of interagency team and coordination process in 5-10 local communities in Louisiana
2. Improved post-school options for a minimum of 15-30 consumers with moderate/severe/profound disabilities.
3. Negotiations with relevant state agencies to use project sites to identify barriers to successful transition as well as effective strategies/practices.
4. Development and dissemination of transition issues, concerns, and strategies specific to family members.

Approach Used to Reach Expected Outcome

Project provides on-site technical assistance and training to local interagency teams and family members to meet the needs of individuals with disabilities identified through the individualized transition planning process.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Information not available.		

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Information not available.	

EXPIRED PROJECT PROFILES IN REGION III

Four projects expired during 1993 in Region III, the South Atlantic region. Three of these projects returned expired project surveys. The following is a summary of continuation activities, project components being continued, and project products for these three projects.

FOCUS OF CONTINUATION ACTIVITIES

Two of three projects reporting identified a current focus of project continuation activities after the expiration of federal funding. These efforts include increasing transition planning awareness, initiation of transition planning with 9th grade students, encouraging postsecondary training for special education students, teacher training workshops, summer programs, parent education workshops, speaking engagements.

PROJECT COMPONENTS BEING CONTINUED

Projects identified specific components or activities that will continue despite the lapse of federal funding. These include postsecondary education, vocational training, transition planning, and dissemination and referral.

PROJECT PRODUCTS

Projects listed products developed during their funding period: brochures, curricula, journal articles, and a handout for parents in Spanish and English.

CHOCTAW HANDICAPPED ADULT CAREER PROJECT

Project Title:
Choctaw Handicapped Adult
Career Project

Competition #: 84.078C
(Postsecondary Demonstration Project)

Contact Person:
Mary A. Lundy Meruvia

Transition Institute #: 253

Mailing Address:
Choctaw Vocational Rehabilitation
Choctaw Branch Box 6010
Philadelphia, MS 39350

Project End Date: 6/30/93

Region: 3

Telephone #: 601-656-1902

Current Focus of Project Continuation Activities:

1. Increase transition planning awareness with new special education teachers, students, parents.
2. Initiate transition planning with ninth grade special education students.
3. Continue to encourage post-secondary training for special education students.

Project Components Being Continued:

1. Program Component: Post-secondary education.
   Administering Agency: VR Agency.
   Agency Contact Person: Mary Meruvia, Choctaw VR Services, Choctaw Branch Box 6010, Philadelphia, MS 39350. 601-5656-1902.
2. Program Component: Vocational training.
   Agency Contact Person: Mary Meruvia, Choctaw VR Services, Choctaw Branch Box 6010, Philadelphia, MS 39350. 601-5656-1902.
3. Program Component: Transitional planning.
   Administering Agency: VR/Special Education.
   Agency Contact Person: Mary Meruvia and Donnie McGivney, Choctaw VR Services, c/o Special Education, Choctaw Branch Box 6010, Philadelphia, MS 3935C. 601-5656-1902.

Project Products:

Brochure

Curriculum:
"Becoming a Master Student: College Survival Skills." $35.00. College Survival Inc. Choctaw VR Services, Choctaw Branch Box 6010, Philadelphia, MS 39350.

COMPUTER PROGRAMMER TRAINING FOR THE PHYSICALLY DISABLED

Project Title:
Computer Programmer Training
for the Physically Disabled

Contact Person:
Mary Whitehead

Mailing Address:
C/O CIS Department
San Antonio College
1300 San Pedro
San Antonio, TX 78284

Telephone #: 512-733-2000

Competition #: 84.078C
(Postsecondary Demonstration Project)

Transition Institute #: 254

Project End Date: 6/30/93

Region: 3

Current Focus of Project Continuation Activities:
Information not available.

Project Components Being Continued:
Information not available.

Project Products:
Information not available.

SELF-DETERMINATION: THE ROAD TO PERSONAL FREEDOM

Project Title:
Self-Determination: The Road to Personal Freedom

Contact Person:
Dale Carter Ludi

Mailing Address:
Protection and Advocacy Systems
1720 Louisiana NE, Suite 204
Albuquerque, NM 87031

Telephone #: 505-294-5150

Competition #: 84.158K
(Self-Determination Project)

Transition Institute #: 274

Project End Date: 9/30/93

Region: 3

Current Focus of Project Continuation Activities:

Teacher Training Workshops
Summer Programs
Speaking Engagements
Parent Education Workshops
These activities are being offered independently (non-agency sponsored)

Project Components Being Continued:
Information not available.

Project Products:

Curriculum:
Self-Determination: The Road to Personal Freedom. $35.00.

SELF-DETERMINATION CURRICULUM PROJECT

Project Title:
Self-Determination Curriculum Project

Contact Person:
Michael Wehmeyer

Mailing Address:
The Arc
500 E. Border St., Suite 300
Arlington, TX 76010

Telephone #: 817-261-6003

Competition #: 84.158K
(Self-Determination Project)

Transition Institute #: 271

Project End Date: 9/30/93

Region: 3

Current Focus of Project Continuation Activities:
Not applicable

Project Components Being Continued:

Program Component: Dissemination and referral.
Administering Agency: The Arc
Agency Contact Person: Michael Wehmeyer, 500 East Border Street, Suite 300, Arlington, TX 76010. 817-261-6003.

Project Products:

Journal Articles/Monographs:

Wehmeyer, Michael. (1992). Self-determination: Critical skills for outcome-oriented transition services. Journal for Vocational Special Needs Education, 15(1), 3-7.

Wehmeyer, Michael L. (1993). Perceptual and psychological factors in career decision-making of adolescents with and without cognitive disabilities. Career Development for Exceptional Individuals, 16(2), 135-146.

Wehmeyer, Michael, & Berkobien, Richard. (1991). Self-determination and self-advocacy: A case of mistaken identity. TASH Newsletter, 17(7), 4.

Wehmeyer, Michael L. (1992). Self-determination and the education of students with mental retardation. Education and Training in Mental Retardation, 27(4), 302-314.

Curricula:

Wehmeyer, Michael. (1992). Promoting self-determination using the life centered career education curriculum. In Brolin, Donn E., Life centered education (Pp. 1-16). Reston, VA: The Council for Exceptional Children.

Other:

Davis, Sharon, & Wehmeyer, Michael. (n.d.). 10 Steps to independence: Promoting self-determination in the home. Arlington, TX: The Arc. [Handout for parent in English and Spanish.]

REGION IV PROJECT PROFILES

REGIONAL PROFILE

Region IV, the Great Lakes Area region, is composed of seven states: Illinois, Indiana, Michigan, Minnesota, Ohio, Pennsylvania, and Wisconsin. Region IV contains 16 current projects distributed as follows: Illinois (n=5), Michigan (n=2), Minnesota (n=4), Ohio (n=3), and Wisconsin (n=2). Competitions represented are Postsecondary Demonstration Projects (84.078C), Self-Determination Projects (84.158K), Research Projects on the Transition of Special Populations (84.158P), and Multi-District Outreach Projects (84.158Q). The first map in this section plots the number of active projects in each state in Region IV. The second map plots the approximate location of each project by competition and by Transition Institute number.

GEOGRAPHIC AREA SERVED

Of the 16 current projects, six projects served a metropolitan area of more than 100,000 people, three served towns and cities of 2,500-50,000, and two projects served a region within a state. Two projects indicate serving a state. One project served more than one state. One project reports serving both a rural area of fewer than 2,500 people and towns and cities of 2,500-50,000 people.

PRIMARY GRANTEE

The type of agency designation for projects in this region is summarized as follows:

11 - university, four-year college, or UAP

3 - community college

1 - other

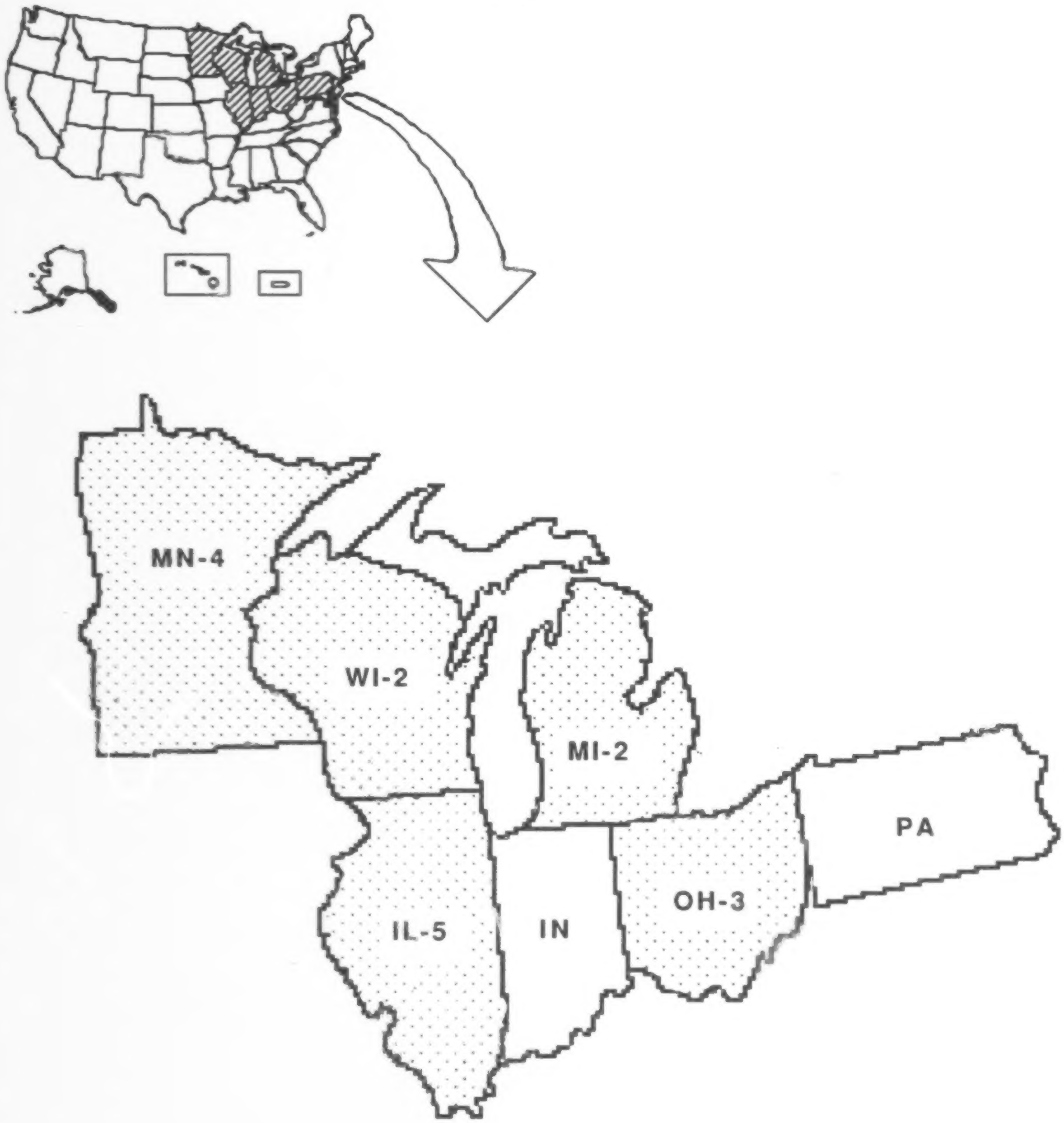
This information is not available for one project.

PROJECT PARTICIPANTS

Of the target population, 39% have a specific learning disability, 12% have serious emotional disturbance, and 10% have other physical disability. The remainder demonstrate the following disabilities: visual impairment including blindness, substance abuse withdrawal, language disorder, hearing impairment (NOT including deafness), traumatic head injury (including TBI), cerebral palsy, orthopedic impairment, spinal cord injury, epilepsy, deaf-blindness, deafness, mental retardation, multiple disabilities, developmentally delayed, spina bifida, articulation disorder, cancer, autism, AIDS, and medically fragile.

Targeted audiences provided developmental training in Region IV include: 746 individuals with special needs, 459 parents, 207 family members other than parents, 185 friends, 2,628 education personnel, 5,252 non-education personnel, and 4,468 individuals in the service delivery system.

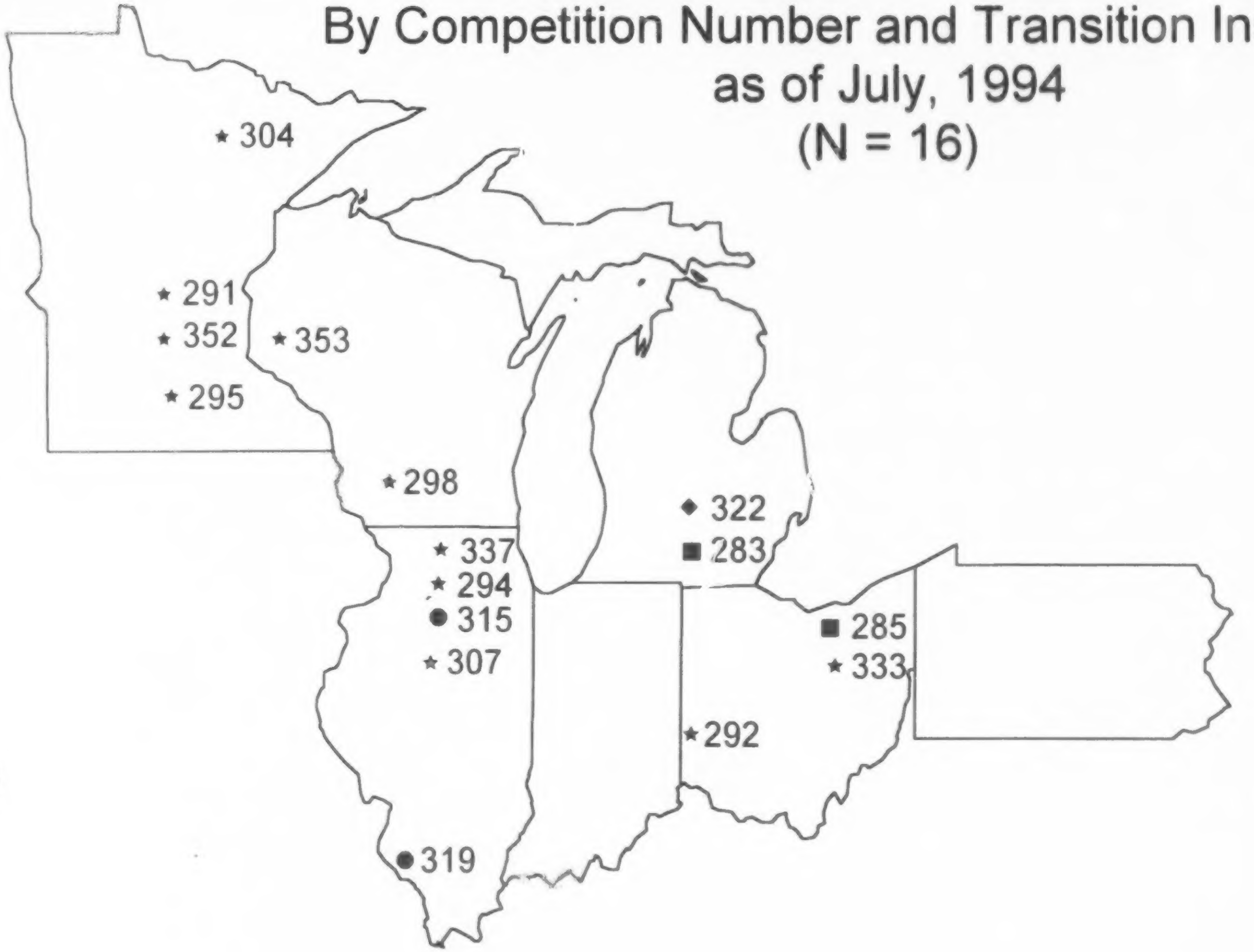
Geographic Distribution of Model Demonstration Projects in Region IV: Great Lakes Area as of July 1994 (N = 16)


MN-4
WI-2
MI-2
PA
IL-5
IN
OH-3

░ Shading indicates states where projects are located.

Number indicates number of projects

Geographic Distribution of Model Demonstration Projects in Region IV: Great Lakes Area -- By Competition Number and Transition Institute Number as of July, 1994
(N = 16)


★ 304
★ 291
★ 352
★ 353
★ 295
★ 298
◆ 322
■ 283
★ 337
★ 294
● 315
★ 307
■ 285
★ 333
★ 292
● 319

Key
★ - 84.078C
▲ - 84.158D
● - 84.158K
◆ - 84.158P
■ - 84.158Q

POSTSECONDARY EDUCATION PROGRAMS FOR PERSONS WITH DISABILITIES: A PLAN FOR AN URBAN COMMUTER INSTITUTION

Project Title:
Postsecondary Education Programs
for Persons with Disabilities: A
Plan for an Urban Commuter Institution

Project Director:
Victoria Amey-Flippin

Project Coordinator:

Contact Person:
Victoria Amey-Flippin

Mailing Address:
Northeastern Illinois University
H.E.L.P. Office - B110
Chicago, IL 60625

Telephone #: 312-583-4050

Fax #: 313-794-6243

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10043

Transition Institute #: 294

Project Start Date: 11/1/91

Project End Date: 10/31/94

Region: 4

Geographic Service Delivery Area:
Metropolitan Area (cities and
surrounding areas of 100,000+)

SpecialNet User ID #: 36-6009515

Project Purpose:

The purpose of this project is to plan, implement and disseminate a model program for use at four-year urban commuter institutions of higher education that will facilitate the career placement opportunities of college students with disabilities.

During FY91-92 (1) implementation of a mentor program with 20 students, (2) inservice training for faculty and staff, (3) development of an Advisory Board was established.

Approximately 100 students with disabilities are expected to participate over the three-year project period.

Expected Outcomes:

The expected outcomes of the project are part-time, full-time, and internship employment for physical and learning challenged college students. Students will be offered a college course for (3) three credit hours that will explore basic academic skills, independent living skills, legislation, social interaction and employment training, e.g., resume development, interview skills, academic disciplines, etc.

Further, students will be provided workshops, programs, and activities promoted to facilitate university assimilation.

Approach Used to Reach Expected Outcome

Mentor Program, Advisory Board, faculty and staff awareness programs, Career Seminar workshops, and disability awareness activities for the university community are a few of the professional and student activities designed to promote awareness, independence, self-advocacy, self-determination, and employment training skills to program participants, in a multicultural and multifaceted environment.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 56 Female: 81

Ethnicity of Target Population:

Asian, Black/African-American, Hispanic, White

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Visual Impairment Including Blindness	20	Information not available
Hearing Impairment (NOT including deafness)	13	
Cerebral Palsy	6	
Spina Bifida	1	
Spinal Cord Injury	5	
Other Physical Disability	26	
Epilepsy	3	
Specific Learning Disability	9	
Articulation Disorder	3	
Language Disorder	49	

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Adult Service Providers	30-50 per session
Education Personnel	20-25 per session
Peer/Co-workers	30-50 per session
Community Social Services	20-25 per session

Local Education Service Delivery System	20-30 per session
State Rehabilitation Service Delivery System	150-300 per session

PROJECT PATH

Project Title:
Project Path

Project Director:
Ronald Nilsson

Project Coordinator:
Jocelyn Harney

Contact Person:
Jocelyn Harney

Mailing Address:
College of DuPage
SRC 2044
22nd Street and Lambert Road
Glen Ellyn, IL 60137

Telephone #: 708-858-2800, ext. 2612
708-858-1417 TDD

Fax #: 708-858-9394

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10020

Transition Institute #: 307

Project Start Date: 10/1/91

Project End Date: 9/30/94

Region: 4

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

Development and implementation of a competitive employment program for postsecondary students with disabilities.

Expected Outcomes:

1. Creation of a central administration to manage an on-going career-oriented competitive employment program and to coordinate institutional services for special needs students;
2. Develop and instruct pre-employment training curriculum;
3. Provision of comprehensive, coordinated education services for postsecondary students with disabilities seeking career-oriented competitive employment to no fewer than 375 students during the three years of the project;
4. Placement of no fewer than 60 students in cooperative education and/or permanent employment;
5. Inservice training for no fewer than 80 faculty;
6. Training for cooperative education employers;
7. Preparation of dissemination materials.

Approach Used to Reach Expected Outcome

1. Assessment of needs.
2. Referral to appropriate resources.
3. Tutoring in content areas for LD students.
4. Pre-employment skills training.
5. Job Club activities.
6. Cooperative education placement or internship placement.
7. Employer and faculty education.
8. Community outreach and recruitment.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available by gender. Total number is 234.

Ethnicity of Target Population:

American Indian/Native American, Asian, Black/African-American, Hispanic, White.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Autism	2	
Serious Emotional Disturbance	27	
Visual Impairment including Blindness	7	
Deafness	4	
Hearing Impairment (NOT including deafness)	7	
Mental Retardation	5	
Multiple Disabilities	2	
Orthopedic Impairment (includes all physical disabilities)	5	Information not available
Cerebral Palsy	5	
Spina Bifida	4	
Spinal Cord Injury	7	
Other Physical Disability	25	
Other Health Impairment	2	
Epilepsy	3	
Traumatic Head Injury (including TBI)	4	
Specific Learning Disability	105	
Not Specified	22	

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Education Personnel	Information not available
Employers	"
Rehabilitation Personnel	"
Related Service Personnel	"
Special Education Personnel	"
Interagency Coordinating Council	1
Local Education Service Delivery System	-
State Education (Regional & National)	3
State Rehabilitation Service Delivery System	1

Barriers to Project Implementation:

1. Length of time necessary to complete coursework.
2. Inability of students to handle coursework and work simultaneously.

CAREER ORIENTATION AND OPTIONS PROGRAM

Project Title:
Career Orientation and Options Program

Project Director:
Phyllis Deutsch

Project Coordinator:
Linda McCann

Contact Person:
Linda McCann

Mailing Address:
Oakton Community College
Instructional Support Services
1600 East Gold Road
Des Plaines, IL 60016

Telephone #: 708-635-1759

Fax #: 708-635-1987

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20018

Transition Institute #: 337

Project Start Date: 10/1/92

Project End Date: 9/30/95

Region: 4

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000

SpecialNet User ID #: N/A

Project Purpose:

The purpose of the program is to assist students with disabilities to enter meaningful employment consistent with their abilities and goals.

The program will also foster community awareness about the capabilities of the special needs population in the work place.

Expected Outcomes:

1. Successful occupational or educational placement for students with disabilities
2. Cooperative agreements with area employers for pre-employment as well as permanent employment for the students
3. A handbook of vocational learning modules to be disseminated at local and state levels.

Approach Used to Reach Expected Outcome

Students participate in:
1. A series of out-come based modules, each related to vocational topics in the areas of career exploration and job search skills training.
2. Pre-employment experiences (e.g., job shadowing, internships).

3. Numerous ancillary programs related to career preparation (e.g., panel discussions, career workshops, college transfer seminar).

In addition, a Citizens' Advisory Council has been established to act as a liaison between project and business.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 48 Female : 54

Ethnicity of Target Population:

Asian, Black/African-American, Hispanic, White, Multi-ethnic.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	8	18-Adult
Visual Impairment Including Blindness	3	18-Adult
Deafness	1	18-Adult
Hearing Impairment (NOT including deafness)	3	18-Adult
Multiple Disabilities	1	18-Adult
Cerebral Palsy	2	18-Adult
Spinal Cord Injury	1	18-Adult
Other Physical Disability	1	18-Adult
Epilepsy	2	18-Adult
Specific Learning Disability	80	18-Adult

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Parents with Special Needs (i.e., parents who are abusive, adolescent disabled, limited English proficiency, migrant, single, substance abusing, or surrogate)	150
Education Personnel	30
Employers	75
Peer/Co-workers	75
Special Education Personnel	30
Community Mental Health Service Delivery System	1
Interagency Coordinating Council	12

Barriers to Project Implementation

Many students' negative self-image interfered with goal setting and vocational decision making. However, the learning modules were structured to include positive outcome tasks and group support.

Business contacts were not accustomed to providing preemployment activities to students. The Citizens Advocacy Council provided resources willing to work with CO-OP students. Also, the Career Resource Counselor developed business contacts which made small commitments initially but branched into larger commitments after a rapport was established.

CAREER CONNECTIONS

Project Title:
Career Connections

Project Director:
Betty Aune

Project Coordinator:
Rick Battaglia, Training
Donna Johnson, Student Services

Contact Person:
Betty Aune

Mailing Address:
University of Minnesota
Disability Services
16 Johnston Hall
101 Pleasant Street, S.E.
Minneapolis, MN 55455

Telephone #: 612-624-6884

Fax #: 612-624-9654

E-Mail: careers@disserv.stu.umn.edu.

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10039

Transition Institute #: 291

Project Start Date: 8/15/91

Project End Date: 8/15/94

Region: 4

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

The goal of the project is to empower University of Minnesota students with disabilities to develop their career potential, University of Minnesota staff to provide more effective career-related services to disabled students, and employers to tap the underutilized resource of individuals with disabilities.

Expected Outcomes:

Expected outcomes for students include an increase in career awareness and maturity, increased use of and satisfaction with existing services, increase in awareness of job skills, disclosure options, and employee rights and responsibilities. Placement rates and work experience will also be reported.

Expected outcomes for campus staff and community employers include increase in knowledge about disabilities and about ways to accommodate those with disabilities; increase in knowledge about employer/employee rights and responsibilities; increase in positive attitude about the productivity of those with disabilities. Specific actions taken by campus units and community businesses to hire and accommodate individuals with disabilities will also be reported.

Expected outcomes for Disability Services include increased coordination with targeted offices, written agreements with four or more units or agencies, and the development of a career services position in the department.

Approach Used to Reach Expected Outcome

The project involves direct services to students, including counseling services, coursework, and mentorships; training and consultation to faculty, staff and employers; and collaboration with University departments and community organizations to develop increased career opportunities for students with disabilities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 63 Female: 59

Ethnicity of Target Population:

Asian, Black/African-American, Hispanic, White, Other

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	20	18-Adult
Visual Impairment Including Blindness	12	18-Adult
Deafness	1	18-Adult
Deaf-Blindness	1	18-Adult
Hearing Impairment (NOT including deafness)	2	18-Adult
Orthopedic Impairment (includes all physical disabilities)	26	18-Adult
Other Health Impairment	12	18-Adult
Substance Abuse Withdrawal	3	18-Adult
Traumatic Head Injury (including TBI)	11	18-Adult
Specific Learning Disability	31	18-Adult
Not Specified	3	18-Adult

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Education Personnel	1748
Employers	322

Peer/Co-workers	50
Rehabilitation Personnel	111
Volunteers (mentors)	41
Graduate students (related fields)	415
State Education Service Delivery System	2213
State Rehabilitation Service Delivery System	111
Other Employers	322
Community Volunteers	41

Barriers to Project Implementation

Some students do not follow through on commitments they make to participate.

Decentralization of placement offices (17 on our campus) makes it difficult to collaborate effectively.

TECHNICAL COLLEGE CONSORTIUM PROJECT FOR ENHANCING THE CAREER DEVELOPMENT OF STUDENTS WITH DISABILITIES

Project Title:
Technical College Consortium
Project for Enhancing the Career
Development of Students with
Disabilities

Project Director:
Earl Brunberg

Project Coordinator:
Phil Schroeder

Contact Person:
Earl Brunberg

Mailing Address:
Northeast Metro Technical College
3300 Century Ave. North
White Bear Lake, MN 55110

Telephone #: 612-779-5751

Fax #: 612-779-5810

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10014

Transition Institute #: 295

Project Start Date: 10/1/91

Project End Date: 10/1/94

Region: 4

Geographic Service Delivery Area:
Rural areas (places > 2,500)
Towns and cities of 2,500-50,000

SpecialNet User ID #: N/A

Project Purpose:

To enhance participating institutions' abilities to identify, assess, and monitor students with disabilities in order to effectively and efficiently provide occupationally specific instruction, job seeking and career development instruction, career placement opportunities, and follow-up services. To develop a computerized placement follow-up system for long term implementation.

Expected Outcomes:

Satisfactory placement in competitive setting is the goal. A software package based on Paradox v.4.5 (non network) and Paradox v. 4.0 (network) will be made available. The program will include demographics, an ITEP (Training Plan), casenote capability, service hour tracking, management reports and a placement/follow-up component. A manual will also be available . 500 or more students with disabilities will serve as a pilot group.

Approach Used to Reach Expected Outcome

1. Development of software for any 486 DOS machine.
2. Focus on a component to be used in any job seeking/career exploration course.
3. Documentation of all steps taken with each of approximately 500 students with disabilities to validate the tracking system.
4. Upgrade training for regular instructional staff via University of Minnesota courses.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 150+ Female: 150+

Ethnicity of Target Population:

Information not available

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	Information not available	18-Adult
Visual Impairment Including Blindness		18-Adult
Deafness		18-Adult
Developmentally Delayed		18-Adult
Economically Disadvantaged		18-Adult
Hearing Impairment (NOT including deafness)		18-Adult
Mental Retardation		18-Adult
Multiple Disabilities		18-Adult
Other Physical Disability		18-Adult
Specific Learning Disability		18-Adult

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Employers	15
Vocational Educators	30

Barriers to Project Implementation

Reduction of staff contract lengths by college/district administration, limited working days now fragments some components.

EQUAL ACCESS FOR STUDENTS TO EDUCATION AND EXPERIENCE (EASE)

Project Title:
Equal Access for Students to Education and Experience (EASE)

Project Director:
Jane Chilcote

Project Coordinator:

Contact Person:
Jane Chilcote

Mailing Address:
Arrowhead Community College
9th Avenue W. Chestnut Street
Virginia, MN 55792

Telephone #: 218-749-7791
218-749-7783 V/TDD

Fax #: 218-749-9619

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10006

Transition Institute #: 304

Project Start Date: 10/1/91

Project End Date: 9/30/94

Region: 4

Geographic Service Delivery Area:
Region within the State of Minnesota
(i.e., more than one county)

SpecialNet User ID #: N/A

Project Purpose:

The EASE Project (Equal Access for Students to Education and Experience) will assist students with various disabilities in a successful college experience. This experience will provide students with greater opportunity in meeting their educational and career goals. The EASE Project will facilitate and develop inservice training and orientation programs for faculty, staff, and career placement personnel. The project will obtain the involvement of employers through shadowing experiences, internships, and work experiences. The EASE Project will provide information on program/work accessibility and accommodations to administrators, faculty, staff and employers.

Expected Outcomes:

The EASE Project is expected to serve 350+ students with disabilities who attend the campuses of the Arrowhead Community College Region of Northeastern Minnesota. Outcomes include:

1. Transition Team approach.
2. Improved services to meet individual needs of students with disabilities.
3. Interagency collaboration and communication for improved networking and complete service provision.
4. Increased attention to specific issues, needs and training for students through support groups.
5. Improved academic status through trained tutors and individual guidance.

6. Greater awareness of the needs of students with disabilities through faculty, employers, parent workshops and communications.
7. Develop partnerships with employers as mentors, informational advisors and work experience providers for students with disabilities.

Approach Used to Reach Expected Outcome

1. Establish transition networking with secondary schools, workshops.
2. Student support/success groups to strengthen interpersonal/advocacy and job skills.
3. Individual guidance on disability and assessment of needs.
4. Community interagency network participation.
5. Employers connection and partnership for mentorships, shadowing experiences, informational materials and workshops if available.
6. Faculty workshops, parent information, student information on meeting the needs of students and transition.
7. Individual Education Plan for each student.
8. Employers workshops on accommodating employees in the workplace who have disabilities, ADA, technology and general awareness.
9. Dissemination of information to educators, administrators, students, employers.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 155 Female: 185

Ethnicity of Target Population:

American Indian/Native American, Asian, Black/African-American, Hispanic, White, Multi-ethnic.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance/Psych.	59	18-Adult
Visual Impairment Including Blindness	33	18-Adult
Deafness	10	18-Adult
Developmentally Delayed	11	18-Adult
Hearing Impairment (NOT including deafness)	12	18-Adult
Multiple Disabilities	5	18-Adult
Cerebral Palsy	4	18-Adult
Spina Bifida	1	18-Adult
Spinal Cord Injury	3	18-Adult
Other Physical Disability	74	18-Adult
Other Health Impairment	31	18-Adult

AIDS or AIDS Complex	1	18-Adult
Cancer	3	18-Adult
Epilepsy	11	18-Adult
Substance Abuse Withdrawal	56	18-Adult
Traumatic Head Injury (including TBI)	11	18-Adult
Specific Learning Disability/ADD	227	18-Adult
Articulation Disorder	2	18-Adult

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	694
Parents (No special needs)	109
Parents with Special Needs (i.e., parents who are abusive, adolescent, disabled, limited English proficiency, migrant, single, substance abusing or surrogate)	9
Family Members other than parents	103
Friends	82
Adult Service Providers	23
Caregivers	12
Case Managers	18
Education Personnel	385
Employers	597
Head Start Personnel	4
Health Professionals	121
Job Coaches	1
Medical Personnel	49
Paraprofessionals/Tutors	76
Peer/Co-workers/Faculty/Staff	325
Recreation Personnel	1
Rehabilitation Personnel, DRS/JTPA	16
Related Services Personnel	34
Special Education Personnel	172
Vocational Educators	47
Community Health Service Delivery System	22
Community Mental Health Service Delivery System	20
Community Social Services Service Delivery System	35
Interagency Coordinating Council	92
Local Education Service Delivery System	30
State Development Disabilities Service Delivery System	44
State Education Service Delivery System	5
State Rehabilitation Service Delivery System	26
Other Service Delivery System	7

Barriers to Project Implementation

- A significant barrier to project implementation of the work experience goal has been the economic status of the Northeastern Minnesota region. Many employers are reducing staff and cannot accept a student for work experience with personnel on unrequested lay-off.

- Many students with disabilities have chosen not to access a work experience for several reasons. Due to their disability, many students require extensive amounts of time to keep up successfully in their academic courses. Also, family responsibilities leave students with very little extra time. Some students cannot accept work experience due to Social Security Disability Insurance restrictions or financial aid income requirements.
- Several employers have expressed a concern with placing students in any work area where confidential information is present as in banking and social work.
- Secondary school staff have expressed concern about having post-secondary service providers at a transition IEP meeting due to confidentiality.

CAREERS ON-LINE

Project Title:
Careers On-Line

Project Director:
Betty Aune

Project Coordinator:
Rick Battaglia

Contact Person:
Rick Battaglia

Mailing Address:
University of Minnesota
Disability Services
12 Johnston Hall
Minneapolis, MN 55455

Telephone #: 612-626-9649

Fax #: 612-626-9654

E-Mail: careers@disserv.stu.umn.edu

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30029

Transition Institute #: 352

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 4

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

The purpose of Careers On-Line is to increase career opportunities for people with disabilities through electronic communication and adaptive technology.

Expected Outcomes:

As the use of electronic communications to assist in the job search for students with disabilities is so new, no standards for outcome measures have yet been developed. Therefore, this project will use the first two years to determine appropriate standards and then measure itself against those standards in year three. Standards to gauge the effectiveness of the electronic network will be determined for the following measures:

1. Percent of those actively seeking an internship who obtain leads via the network.
2. Percent of those seeking part-time employment who obtain leads.
3. Percent of those seeking full-time employment who obtain leads.
4. Percent of those seeking an informal mentor who obtain contacts.
5. Percent of those seeking a contact for information interviewing or job shadowing who obtain contacts.
6. Percent of those seeking qualified applicants who receive responses from applicants.
7. Percent of those seeking job accommodation information who receive helpful information.

8. Percent of those seeking information about assistive technology who receive useful information.
9. Percent of those seeking information about disability services and disability and computing project services who receive helpful information.

Approach Used to Reach Expected Outcome

1. The following databases will be available for public access on a Gopher server on the Internet:
    a) Full-time/part-time/internship job postings
    b) Adaptive technology products
    c) Job accommodations
2. University of Minnesota students with disabilities referred by Career Connections (which provides career development services) will also have the option of submitting a resume data sheet to a database. Careers On-Line will search the database and refer to employers those data sheets meeting their criteria.
3. Training will be provided for students, career service providers and employers on adaptive technology and use of the on-line services.
4. Dissemination of project activities and findings via newsletter (print and electronic), journal articles, annotated bibliography, and conference presentations.

PROJECT CONSUMERS FOR CURRENT YEAR

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 30.

PROJECT IMPACT

Disability Categories

Visual Impairment Including Blindness
Deafness
Deaf-Blindness
Hearing Impairment (NOT including deafness)
Cerebral Palsy
Spina Bifida
Spinal Cord Injury
Other Physical Disabilities
AIDS or AIDS Complex
Cancer
Epilepsy
Traumatic Head Injury (Including TBI)
Specific Learning Disability

Related Developmental Training for Targeted Audiences:

Participants

Adult Service Providers
Education Personnel
Employers
Peer/Co-workers
Rehabilitation Personnel
Related Services Personnel
State Rehabilitation Service Delivery System

POST-SECONDARY ED PROGRAMS - PERSONS WITH DISABILITIES

Project Title:
Post-Secondary Ed Programs-
Persons with Disabilities

Project Director:
Jeffrey A. Vernooy

Project Coordinator:

Contact Person:

Mailing Address:
Wright State University
Office of Disability Services
Dayton, OH 45435

Telephone #: 513-873-3157

FAX #: 513-873-3301

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10029

Transition Institute #: 292

Project Start Date: 9/1/91

Project End Date: 8/31/94

Region: 4

Geographic Service Delivery Area:
Urbanized Area (cities and surrounding areas of 50,000-100,000)

SpecialNet ID #: N/A

Project Purpose:

To design and implement a comprehensive system of career planning, placement services, and employment-related skills training for culturally diverse students with extensive and multiple disabilities.

Expected Outcomes:

Expected outcomes include: a multi-faceted nontraditional career planning process; an employment-related personal effectiveness and social skill development program; techniques for training project participants to be probative in assisting supervisors and co-workers; training programs for employment site supervisors. It is hoped that these programs will prove to be so successful that they will continue after federal funding ceases.

Approach Used to Reach Expected Outcome

This project will establish a partnership with six major U.S. Government agencies to address the problem of transition to work for college students with extensive and multiple disabilities. It will provide career planning services, assist students to develop appropriate work-related personal and social skills, assess and train participants in the use of adaptive technological equipment, and place participants in summer volunteer internships and full-time cooperative education jobs. The project will also provide training for employment site management and supervisory staff in the recruitment, hiring, and supervision of persons with disabilities from multicultural backgrounds.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 11 Female: 11

Ethnicity of Target Population:

Black/African-American, White.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	1	20-30
Visual Impairment Including Blindness	5	20-30
Deafness	1	20-30
Hearing Impairment (NOT including deafness)	1	25-35
Multiple Disabilities	3	20-30
Cerebral Palsy	4	20-30
Spinal Cord Injury	2	20-30
Specific Learning Disability	7	20-30

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Parents (No special needs)	20
Head Start Personnel	80

CAREER ENHANCEMENT FOR STUDENTS WITH DISABILITIES IN POSTSECONDARY EDUCATION PROGRAMS

Project Title:
Career Enhancement for Students
with Disabilities In Postsecondary
Education Programs

Competition #: 84.078C
(Postsecondary Demonstration Project)

Project Director:
Robert W. Flexer/Thomas J. Simmons

Federal Grant #: H078C20029

Project Coordinator:
Doreen Shell
Babbette Cameron

Transition Institute #: 333

Contact Person:
Robert W. Flexer

Project Start Date: 10/1/92

Mailing Address:
Kent State University
310 White Hall
Kent, OH 44242-0001

Project End Date: 9/30/95

Region: 4

Telephone #: 216-672-2662

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000

Fax #: 216-672-3407

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this project is to develop and to test a model for enhancing institutional capacity for career services to students with disabilities at Kent State University.

Expected Outcomes:

1. Increased levels of employment for graduates from Kent State University who have disabilities.
2. Increased work experience and internship placements resulting in employment in areas closely related to student declared majors at Kent State University.
3. Increased awareness and accommodations regarding services and education of students with disabilities by faculty and staff at Kent State University.

Approach Used to Reach Expected Outcome

1. Coordination of services between the Office for Students with Disabilities and the Career Planning and Placement Office at Kent State University.

2. Cooperation and consolidation of efforts between student self-advocacy organizations at Kent State University.
3. Development of database system to access information on current students with disabilities at Kent State University and collect follow-up information regarding employment and quality of life states of graduates from Kent State University.
4. Development of in-service presentations for faculty and staff at Kent State University to educate and sensitize to issues critical to students with disabilities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 20 Female : 25

Ethnicity of Target Population:

Asian, Black/African-American, White, Multi-ethnic.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Visual Impairment Including Blindness	4	Adult
Deafness	1	Adult
Hearing Impairment (NOT including deafness)	3	Adult
Multiple Disabilities	1	Adult
Cerebral Palsy	6	Adult
Spinal Cord Injury	4	Adult
Epilepsy	1	Adult
Traumatic Head Injury (including TBI)	4	Adult
Specific Learning Disability	15	Adult
Not Specified	2	Adult
Serious Emotional Disturbance	4	Adult

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Parents (No special needs)	20
Adult Service Providers	15
Case Managers	15
Education Personnel-faculty	80
Employers	50
Paraprofessional-KSU staff	100
Peer/Co-workers	200

Rehabilitation Personnel	30
Related Services Personnel	15
Community Mental Health Service Delivery System	20
Community Social Services Service Delivery System	20
Interagency Coordinating Council	12
Other Service Delivery System	40

Barriers to Project Implementation

1. Most in-service or ongoing educational program for faculty/staff have pre-set agendas—about a year in advance. Project is now becoming part of ongoing education, but it took almost a year to get time allotted to in-service awareness workshops.
2. Project expected to utilize ADA compliance review and recommendations project to implement suggested accommodations. Process of ADA compliance is stalled so project staff is proceeding with suggestions through other channels.

ENHANCING CAREER PLACEMENT SERVICES FOR STUDENTS WITH DISABILITIES IN COMMUNITY COLLEGES

Project Title:
Enhancing Career Placement
Services for Students With
Disabilities in Community Colleges

Project Director:
Judith Ettinger, Ph.D.

Project Coordinator:
Judith Ettinger, Ph.D.

Contact Person:
Judith Ettinger, Ph.D.

Mailing Address:
Center on Education and Work-
University of Wisconsin-Madison
964 Educational Sciences
1025 West Johnson St.
Madison, WI 53706

Telephone #: 608-263-4367

Fax #: 608-262-9197

E-Mail: jettinger%cew@soemadison.wisc.edu

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10011

Transition Institute #: 298

Project Start Date: 10/1/91

Project End Date: 9/30/94

Region: 4

Geographic Service Delivery Area:
More than one state

SpecialNet User ID #: N/A

Project Purpose:

To expand and improve career development and placement services for students with disabilities in Community and Technical Colleges

Expected Outcomes:

1. Prepare, review, and publish a series of publications describing effective practices and approaches
2. Conduct a series of training and technical assistance activities to disseminate the project's findings and publications

Approach Used to Reach Expected Outcome

1. Conduct a survey of effective services and practices
2. Work closely with four technical colleges to develop, implement, and document the effectiveness of model approaches.
3. Organize and lead a series of workshops for career development counselors and staff with the goals of developing an awareness of the career development needs

of those with disabilities and introducing participants to effective strategies and practices.

PROJECT CONSUMERS FOR CURRENT YEAR

Not applicable - Not a direct service project.

PROJECT IMPACT

Disability Categories

Not applicable - Not a direct service project.

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Education Personnel	300
Local Education Service Delivery System	100
State Education Service Delivery System	100
Other Service Delivery System	100

Barriers to Project Implementation

No major barriers were encountered. Our goal was to reach as many career development staff as possible through preservice and inservice training. Although we led a number of workshops and were accepted on the programs of numerous professional organizations (national, state, and local), we still feel that there is an enormous amount of work to be done in this area.

UW-STOUT CAREER SERVICES ENHANCEMENT PROJECT

Project Title:
UW-Stout Career Services
Enhancement Project

Project Director:
David Swan or Kathleen Hirsch

Project Coordinator:
Kathleen Hirsch or David Swan

Contact Person:
Kathleen Hirsch or David Swan

Mailing Address:
University of Wisconsin-Stout
Projects with Industry Center
Menomonie, WI 54751

Telephone #: 715-232-1436

Fax #: 715-232-2356

E-Mail: SwanD

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30037

Transition Institute #: 353

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 4

Geographic Service Delivery Area:
Region with the State of Wisconsin
(i.e., more than one county)

SpecialNet User ID #: N/A

Project Purpose:

The purpose is to strengthen the employment preparation and career placement services available to students with disabilities enrolled in four year post-secondary university and technical college campuses located through west central Wisconsin.

Expected Outcomes:

To establish and implement a collaborative career services enhancement model on the campus of UW-Stout during the first year and replicate the model in three additional locations over the course of the final two years.

First year partners are: Projects with Industry, Placement and Co-op Services Office and Student Support Services (specifically services for students with disabilities).

Approach Used to Reach Expected Outcome

1. Establishment of a steering committee.
2. Development of memorandums of understanding outlining individual rights and responsibilities of each partner in the model.
3. Development of curriculum for inservice training activities.
4. Inservice training to Placement and Co-op Services department staff.
5. Increased preservice work experience opportunities for students with disabilities.

6. Technical assistance for students with disabilities, faculty/staff, counselors and others relating to accessibility, accommodation and other disability-related issues.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: Information not available.

ESTIMATED PROJECT IMPACT

Disability Categories

Autism
Serious Emotional Disturbance
Visual Impairment Including Blindness
Deafness
Deaf-Blindness
Developmentally Delayed
Dropouts
Economically Disadvantaged
Hearing Impairment (NOT including deafness)
Mental Retardation
Multiple Disabilities
Cerebral Palsy
Spina Bifida
Spinal Cord Injury
Other Physical Disability
AIDS or AIDS Complex
Cancer
Epilepsy
Medically Fragile
Substance Abuse Withdrawal
Technology Dependent
Traumatic Head Injury (Including TBI)
Specific Learning Disability
Articulation Disorder
Cleft Palate
Language Disorder
Not Specified

Related Developmental Training for Targeted Audiences:

Participants

Child/Individual with Special Needs

Parents
Education Personnel
Employers
Rehabilitation Personnel
Related Services Personnel
Special Education Personnel
Vocational Educators
State Rehabilitation Service Delivery System

MAINROADS TO SELF-DETERMINATION

Project Title:
MAINROADS to Self-Determination

Project Director:
Charlotte Des Jardins

Project Coordinator:
Kathryn Moery

Contact Person:
Kathryn Moery

Mailing Address:
Family Resource Center on Disabilities
20 East Jackson Boulevard, Room 900
Chicago, IL 60604

Telephone #: 312-939-3513

Fax #: 312-939-7297

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20049

Transition Institute #: 315

Project Start Date: 1/1/93

Project End Date: 12/31/95

Region: 4

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

Sixty-four youth with and without disabilities will be partnered to develop skills for self determination: assertiveness, networking, advocacy, decision-making, and socialization.

Expected Outcomes:

Students will make independent decisions for education, employment, housing, public transportation, services/entitlements, and legislative policy making.

Approach Used to Reach Expected Outcome

1. Preparation/support groups
2. Community explorations (day and overnight)
3. Individualized follow-up activities
4. Workshop trainings to develop participants' mentoring skills
5. Public presentations to high school groups

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 22 Female: 29

Ethnicity of Target Population:

Black/African-American, Hispanic, White.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	3	16-19
Visual Impairment Including Blindness	3	16-19
Hearing Impairment (NOT including deafness)	4	16-19
Mental Retardation	7	16-19
Cerebral Palsy	1	16-19
Spina Bifida	1	16-19
Other Physical Disability	1	16-19
Medically Fragile	1	16-19
Specific Learning Disability	13	16-19
Language Disorder	1	16-19
Other: No Disabilities	19	16-19

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	35
Parents (No special needs)	47
Parents with Special needs (i.e., parents who are abusive, adolescents, disabled, limited English proficiency, migrant, single, substance abusing, or surrogate)	4
Family Members other than parents	4
Friends	3
Adult Service Providers	1
Caregivers	1
Case Managers	1

Barriers to project implementation

1. Recruitment of eligible project participants.
2. Retention of participants recruited.
3. Staff turnover.

DEVELOPING SELF-DETERMINATION IN YOUTH

Project Title:
Developing Self-Determination in Youth

Project Director:
Sidney R. Miller, Ph.D.
Pamela F. Miller, Ph.D.

Project Coordinator:
Julia W. Flannagan

Contact Person:
Pamela F. Miller

Mailing Address:
Southern Illinois University-Carbondale
Office of Research Development and Administration
Carbondale, IL 62901

Telephone #: 618-453-2311

Fax #: 618-453-7110

E-Mail: GA3496

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20022

Transition Institute #: 319

Project Start Date: 12/1/93

Project End Date: 11/30/96

Region: 4

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000

SpecialNet User ID #: N/A

Project Purpose:

This project will demonstrate a model program that uses instruction in ethics and self-management skills to promote self-determination among secondary youth with emotional/behavioral disabilities.

Expected Outcomes:

A trainer of trainers program within area schools in which youth with disabilities teach other such youth how to exercise self-determination through ethical reasoning and self management skills.

Approach Used to Reach Expected Outcome

Training curriculum development based on input from adults with disabilities.
Training of college students with disabilities to serve as "peer mentors" to youth with EBD.
College Students with disabilities work with secondary youth with EBD in public schools to teach skills necessary for self determination.
Youth in public schools learn to teach other youth with disabilities to exercise self-determination skills.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance/ Learning Disabilities	30	16-21

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Peer/Co-workers	12

Barriers to Project Implementation

Students with behavior disorders often have placement fluctuations.

PEER SUPPORT FOR STUDENT-CENTERED TRANSITION PLANNING

Project Title:
Peer Support for Student-Centered
Transition Planning

Project Director:
Michael Daeschlein

Research Director:
Shlomo Sawilowsky

Contact Person:
Michael Daeschlein

Mailing Address:
Wayne State University
Developmental Disabilities Institute
6001 Cass Avenue, Room 326
Detroit, MI 48202

Telephone #: 313-577-2654

Fax #: 313-577-3770

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition
of Special Populations)

Federal Grant #: H158P20007

Transition Institute #: 322

Project Start Date: 10/1/92

Project End Date: 9/30/95

Region: 4

Geographic Service Delivery Area:
Metropolitan Area (cities and
surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

The purpose of the project is to develop and evaluate a model for transition planning that is based upon student self-determination, peer support, facilitative relationships with professionals and on-going support for community participation. A key feature of the model is the student's participation in a peer support group conducted by the Center for Independent Living.

Expected Outcomes:

The students will gain the skills and support necessary for demonstrating effective, responsible leadership in their individual transition planning. Their planning partners-family members, educators, adult service providers and others — will gain the skills necessary for supporting their student role in transition planning. The model will be supported by a peer support group curriculum and resources for planning partners.

Approach Used to Reach Expected Outcome

The project will include a needs assessment to determine the skills and resources needed by students and their planning partners. Peer support groups will be conducted through the project. Additional supports and resources (as determined by the needs assessment) will be provided to the participants.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 12 Female: 5

Ethnicity of Target Population:

Black/African-American.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Hearing Impairment (NOT including deafness)	1	12-17
Cerebral Palsy	4	12-17
Spina Bifida	1	12-17
Spinal Cord Injury	4	12-18
Epilepsy	2	12-18
Traumatic Head Injury (including TBI)	3	12-17
Specific Learning Disability	2	12-18

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	17
Parents/No special needs	To be determined
Adult Service Providers	3
Education Personnel	To be determined
Paraprofessionals	To be determined
Special Education Personnel	To be determined

Barriers to Project Implementation

- Very large systems (e.g., Detroit Public Schools) offer many opportunities for delays that can effect the pace of a project. For example, most of the students involved in the project missed the first month of school due to failures within the transportation system.

- The school has a long and consistent history of minimal parent involvement. Thus far, we have had little success in involving parents.
- Adding the activities of the peer support group to the student's schedules is difficult because many students have little flexibility in schedules filled with graduation requirements.

BUILDING CULTURALLY RELEVANT COMMUNITY-REFERENCED CURRICULUM IN MICHIGAN: IMPLEMENTING LIFE CENTERED CAREER EDUCATION

Project Title:
Building Culturally Relevant Community-Referenced Curriculum in Michigan: Implementing Life Centered Career Education

Project Director:
Sharon Field

Project Coordinator:
Sharon Field

Contact Person:
Sharon Field

Mailing Address:
College of Education, Office of the Dean
Wayne State University
Detroit, MI 48202

Telephone #: 313-577-1638

Fax #: 313-577-3606

E-Mail: N/A

Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q10030

Transition Institute #: 283

Project Start Date: 10/1/91

Project End Date: 9/30/94

Region: 4

Geographic Service Delivery Area:
State of Michigan

SpecialNet User ID #: N/A

Project Purpose:

The primary purpose of this multi-district outreach project is to enhance the effectiveness of several local educational agencies through implementing a proven model, Life Centered Career Education.

Expected Outcomes:

Enhanced transition services for students with disabilities will increasingly emphasize the following: (a) supporting student self-determination, (b) adapting the curriculum model to meet the needs of diverse cultural groups and the needs of specific local districts, (c) effective community-based instruction, (d) interagency collaboration, (e) developing internal support structures for curriculum development and revision, (f) involving parents and other family members in the transition process, and (g) using unique strategies for disseminating project processes and products.

Approach Used to Reach Expected Outcome

The following are the major project activities through which the above outcomes will be realized: (a) receiving substantive feedback from DDI's Community Advisory Council, (b) substantive feedback from varied perspectives representing parents, employers, students, adult service providers, and other community members, (c) providing training and technical assistance to school administrators and teachers, (d) documenting and evaluating all project activities, and (e) disseminating project activities, and (e) disseminating project processes and findings through intra- and inter-school district networks and through national conferences and publications.

PROJECT CONSUMERS FOR CURRENT YEAR

Not applicable - Not a direct service project.

PROJECT IMPACT

Disability Categories

Not applicable - Not a direct service project.

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Education Personnel	Information not available
Local Education Service Delivery System	"

Barriers to Project Implementation

Local district funding issues that impact on staff release time availability and funds for community-based instruction.

THE MULTI-DISTRICT OUTREACH PROJECT

Project Title:
The Multi-District Outreach Project

Project Director:
Robert Flexer, Ph.D. and
Thomas Simmons, Ph.D.

Project Coordinator:
Robert Baer

Contact Person:
Thomas Simmons, Ph.D.

Mailing Address:
Kent State University
ACHUE Dept.
310 White Hall
Kent, OH 44242-0001

Telephone #: 216-672-2662

Fax #: 216-672-3407

E-Mail: N/A

Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q10027

Transition Institute #: 285

Project Start Date: 10/1/91

Project End Date: 10/1/94

Region: 4

Geographic Service Delivery Area:
State of Ohio

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this project is to develop the capabilities of schools, adult service providers, and consumers to effectively plan and implement transition programs for students with disabilities.

Expected Outcomes:

The outcomes of this project are (1) model sites, (2) county or regional transition teams, and (3) a transition training manual. Twenty model sites are to be developed each year for three years beginning in FY92.

Approach Used to Reach Expected Outcome

This project used two day inservices and ongoing technical assistance. In addition, manuals are disseminated statewide and project staff are involved in state planning.

PROJECT CONSUMERS FOR CURRENT YEAR

Not applicable - Not a direct service project.

PROJECT IMPACT

Disability Categories

Not applicable - Not a direct service project.

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Adult Service Providers	260
Case Managers	40
Education Personnel	60
Rehabilitation Personnel	40
Related Services Personnel	60
Special Education Personnel	1200
Vocational Educators	100
Community Mental Health Service Delivery System	30
Local Education Service Delivery System	630
State Development Disabilities Service Delivery System	2
State Education Service Delivery System	20
State Health Service Delivery System	2
State Human Service Delivery System	2
State Mental Health Service Delivery System	2
State Rehabilitation Service Delivery System	8

Barriers to Project Implementation

1. Demand for training exceeded resources in Year 3.
2. No leadership for many interagency teams.

EXPIRED PROJECT PROFILES IN REGION IV

Five projects expired during 1993 in Region IV, the Great Lakes Area region. Only two of these projects returned expired project ssurveys. The following is a summary of continuation activities, project components being continued, and project products for these projects.

FOCUS OF CONTINUATION ACTIVITIES

These two projects described the focus of their continuation activities after the expiration of federal funding. These efforts include dissemination of project materials, conducting workshops on transition planning, providing phone follow-up/ individualized assistance to families.

PROJECT COMPONENTS BEING CONTINUED

Projects identified specific components or activities that will continue despite the lapse of federal funding. These include dissemination and replication, and curriculum implementation.

PROJECT PRODUCTS

Projects listed products developed during their funding period: curricula, project developed instruments, brochures, and a replication manual.

SKILLS AND KNOWLEDGE FOR SELF-DETERMINATION

Project Title:
Skills and Knowledge for Self-Determination

Competition #: 84.158K
(Self-Determination Project)

Contact Person:
Sharon Field

Transition Institute #: 272

Mailing Address:
Wayne State University
College of Education, Office of the Dean
Detroit, MI 48202

Project End Date: 9/30/93

Region: 4

Telephone #: 313-577-1638

Current Focus of Project Continuation Activities:

Project activities during the No Cost Extension are focused on development of manuscripts to be submitted for publication, dissemination and report writing.

Project Components Being Continued:

Program Component: Curriculum implementation.
Administering Agency: River Rouge Public Schools (LEA).
Agency Contact Person: Shirley Spezia, River Rouge Board of Education, Special Services, 1411 Coolidge, River Rouge, MI 48218.

Project Products:

Curricula:
Steps to Self-Determination.

Project Developed Instruments:
Self-Determination Observation Checklist
Self-Determination Knowledge Scale.

FACILITATING THE SELF-DETERMINATION OF YOUTHS WITH DISABILITIES

Project Title:
Facilitating the Self-Determination
of Youths with Disabilities

Contact Person:
Brian Abery

Mailing Address:
Institute on Community Integration
107 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455

Telephone #: 612-625-5592

Competition #: 84.158K
(Self-Determination Project)

Transition Institute #: 275

Project End Date: 9/30/93

Region: 4

Current Focus of Project Activities:
Information not available

Project Components Being Continued:
Information not available

Project Products:
Information not available

MODEL FOR LONGITUDINAL VOCATIONAL PROGRAMMING

Project Title:
Model for Longitudinal Vocational Programming

Contact Person:
Ronald Banks

Mailing Address:
University of Illinois
288 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Telephone #: 217-333-0260

Competition #: 84.158N
(Training and Employment Project)

Transition Institute #: 261

Project End Date: 8/21/93

Region: 4

Current Focus of Project Activities:
Information not available

Project Components Being Continued:
Information not available

Project Products:
Information not available

A VOCATIONAL TRAINING AND EMPLOYMENT MODEL FOR YOUTH WITH DISABILITIES: A GUARANTEE TO SUSTAINED EMPLOYMENT

Project Title:
A Vocational Training and Employment Model for Youth with Disabilities: A Guarantee to Sustained Employment

Competition #: 84.158N
(Training and Employment Project)

Contact Person:
Margo Vreeburg Izzo

Transition Institute #: 264

Mailing Address:
CETE, The Ohio State University
1900 Kenny Road
Columbus, OH 43017

Project End Date: 8/31/93

Region: 4

Telephone #: 800-848-4815

Current Focus of Project Activities:
Information not available

Project Components Being Continued:
Information not available

Project Products:
Information not available

BUILDING PROJECT

Project Title:
BUILDING Project

Contact Person:
Kathryn Moery

Mailing Address:
Family Resource Center on Disabilities
20 East Jackson Blvd., Rm. 900
Chicago, IL 60604

Telephone #: 312-939-3513

Competition #: 84.158S
(Family Networking Project)

Transition Institute #: 259

Project End Date: 5/31/93

Region: 4

Current Focus of Project Continuation Activities:

1. Disseminate replication manual in response to phone/mail requests.
2. Conduct workshops on Transition Planning based on the community-based family-centered model developed in BUILDING.
3. Provide phone follow-up/individualized assistance to families, upon request.
4. Provide dissemination through NCRIE in conjunction with exemplary program status.

Project Components Being Continued:

1. Program Component: Dissemination/Replication
   Administering Agency: Blackhawk UCP
   Agency Contact Person: Rhonda Best, Blackhawk UCP, 7399 Forest Hills Rd., Loves Park, IL 61111. 815-282-8825.

2. Program Component: Dissemination/Replication
   Administering Agency: Family Matters
   Agency Contact Person: Debbie Einhorn, Executive Director, Family Matters, 2502 W. Veterans Drive, Effingham, IL 62401. 800-344-0189.

3. Program Component: Dissemination/Replication
   Administering Agency: North Central Regional Information Exchange
   Agency Contact Person: Teri Wallace, NCRIE, Institute on Community Integration (UAP), University of Minnesota, 6 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. 612-626-7220.

Project Products:

Replication Manual
After High School. . . ? BUILDING on Today for Tomorrow.

REGION V PROJECT PROFILES

REGIONAL PROFILE

Region V, the Mountain Plains region, is composed of ten states: Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming; this region also includes the Bureau of Indian Affairs. The 14 current projects in Region V are located in Colorado (n=3), Iowa (n=1), Kansas (n=2), Missouri (n=2), Nebraska (n=2), North Dakota (n=1), and Utah (n=3). Competitions represented are Postsecondary Demonstration Projects (84.078C), Youths with Disabilities Who Have Dropped Out of School Projects (84.158D), Self-Determination Projects (84.158K), and Research Projects on the Transition of Special Populations (84.158P). The first map in this section plots the number of active projects in each state for Region V. The second map plots the approximate location of each project by competition and by Transition Institute number.

GEOGRAPHIC AREA SERVED

Of the fourteen current projects, four report serving a region within a state, two report serving a state, two report serving metropolitan areas of over 100,000 people, two report serving towns and cities of 2,500-50,000 people, one serves an urbanized area of 50,000-100,000 people, and one reports serving the nation. Two other projects report serving multiple geographic areas. One reports serving towns and cities of 2,500-50,000 people, an urbanized area of 50,000-100,000, and a metropolitan area of more than 100,000 people. The other reports serving an urbanized area of 50,000-100,000 people, a metropolitan area of more than 100,000, and more than one state.

PRIMARY GRANTEE

The type of agency designation for projects in this region is summarized as follows:

9 - university, four-year college, or UAP

2 - private not-for-profit agency

2 - community college

This information is not available for one project.

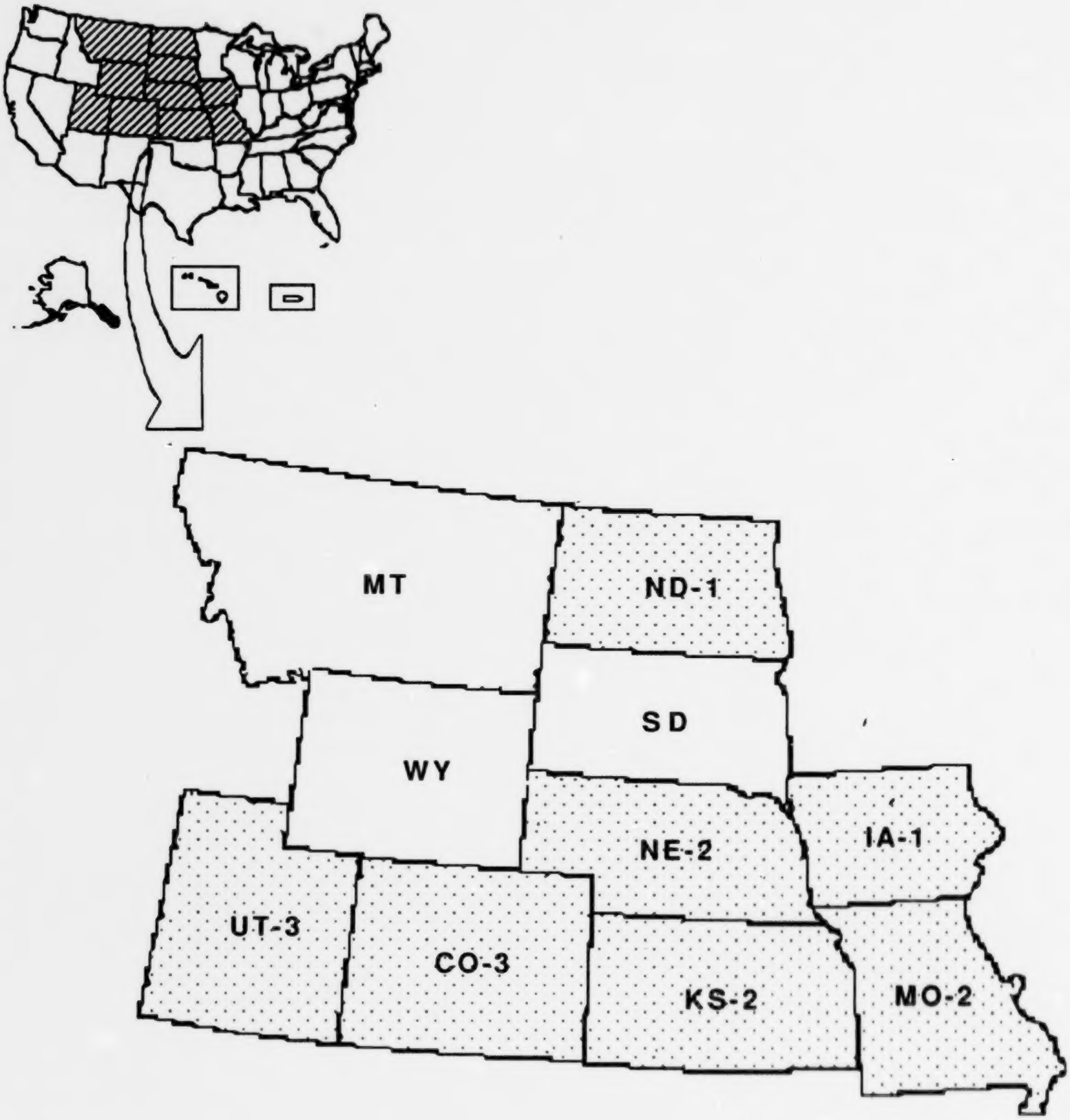
PROJECT PARTICIPANTS

Of the target population for the projects in this region, 15% had a specific learning disability, 14% had other physical disability, and 9% were dropouts. The remainder of the target population have the following disabilities: serious emotional disturbance, multiple disabilities, language disorder, traumatic head injury (including TBI), mental retardation, deaf-blindness, substance abuse withdrawal, visual impairment including blindness, hearing impairment (NOT including deafness), deafness, orthopedic impairment, cerebral palsy, epilepsy, spinal cord injury, articulation disorder, economically disadvantaged, autism, spina bifida, AIDS, and cancer.

Targeted audiences provided developmental training include: 16 individuals with special needs, 159 parents, 20 family members other than parents, 10 friends, 873 education personnel, 1,495 non-education personnel, and 558 individuals in the service delivery system.

Geographic Distribution of Model Demonstration Projects in Region V: Mountain Plains as of July 1994

(N = 14)

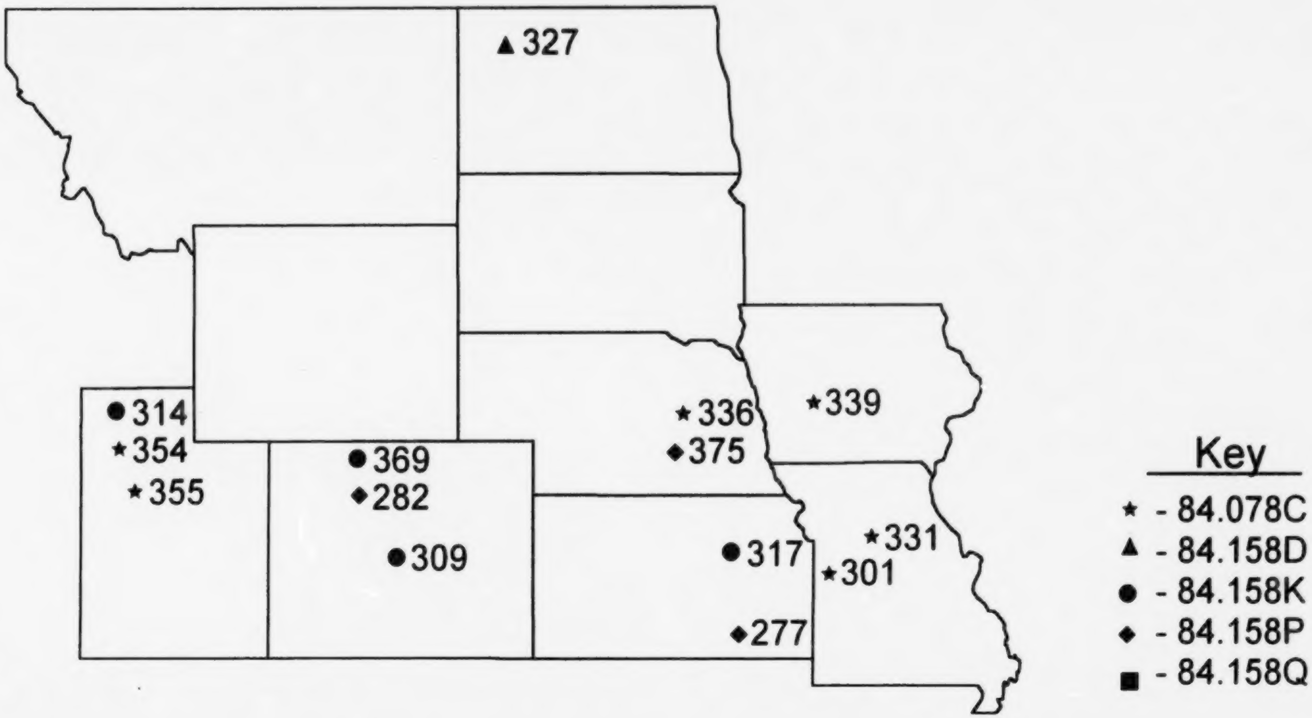

MT
ND-1
SD
WY
NE-2
IA-1
UT-3
CO-3
KS-2
MO-2

▨ Shading indicates states where projects are located.

Number indicates number of projects

Geographic Distribution of Model Demonstration Projects in Region V: Mountain Plains -- By Competition Number and Transition Institute Number as of July, 1994

(N = 14)


▲327
●314
★354
★355
●369
◆282
●309
★336
◆375
★339
●317
◆277
★331
★301
Key
★ - 84.078C
▲ - 84.158D
● - 84.158K
◆ - 84.158P
■ - 84.158Q

TRANSITION PROGRAM FOR UNIVERSITY STUDENTS WITH DISABILITIES

Project Title:
Transition Program for University Students with Disabilities

Project Director:
Morgan Connolly

Project Coordinator:

Contact Person:
Morgan Connolly

Mailing Address:
Drake University
104 Memorial Hall
2507 University Avenue
Des Moines, IA 50311

Telephone #: 515-271-3074

Fax #: 515-271-4140

E-Mail: mmc@admin.drake.edu

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20009

Transition Institute #: 339

Project Start Date: 10/1/92

Project End Date: 9/30/95

Region: 5

Geographic Service Delivery Area:
Region within the State of Iowa
(i.e., more than one county)

SpecialNet User ID #: Internet mc0221R

Project Purpose:

To create a more effective mechanism for providing accommodations, pre-employment and employment opportunities to students with disabilities in higher education.

Expected Outcomes:

1. Improve physical accessibility on campus.
2. Improved/expanded services to students with disabilities.
3. Improved job opportunities for graduating students with disabilities.
4. Increase awareness of appropriate accommodations for students with disabilities.

Approach Used to Reach Expected Outcome

1. Computer wide study of accessibility plus coordinated efforts at addressing identified problems.
2. Organized and systematic education of faculty, staff and students on campus, including: surveys, training manuals, presentations, formalized policies and procedures, plus a newsletter.
3. Assistance with internships, resumé development, job seeking skills, and employer development provided to participating students.

4. Establishing an Advisory Board of students, graduates, university personnel, and rehabilitation providers.
5. Advocacy and educational services provided to participating students.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 7 Female: 21

Ethnicity of Target Population:

Black/African-American, Hispanic, Other.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	6	18-Adult
Visual Impairment Including Blindness	8	18-Adult
Hearing Impairment (NOT including deafness)	3	18-Adult
Orthopedic Impairment (includes all physical disabilities)	6	18-Adult
Spinal Cord Injury	3	18-Adult
Other Physical Disability	1	18-Adult
Traumatic Head Injury (including TBI)	4	18-Adult
Specific Learning Disability	10	18-Adult

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Education Personnel	108
Head Start Personnel	75

Barriers to Project Implementation

- Internal university procedures have delayed adoption of a formal accommodation policy for the university.
- The lack of any coordinated services and procedures for students with disabilities has slowed progress while the infrastructure is developed/revised.

- The lack of any formal process to identify students with disabilities on campus has slowed progress while a process to identify and follow students has been developed.
- The lack of seniors with disabilities identified or seeking services has given us minimal opportunity to assist with placement activities.

WORKABILITY

Project Title:
WorkAbility

Project Director:
Joanie Gould Friend

Project Coordinator:
Gretchen Blythe

Contact Person:
Joanie G. Friend

Mailing Address:
Metropolitan Community College
3201 Southwest Trafficway
Kansas City, MO 64111

Telephone #: 816-759-4154

Fax #: 816-561-5914

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10016

Transition Institute #: 301

Project Start Date: 10/91

Project End Date: 9/94

Region: 5

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

To facilitate increased cooperative efforts between the special needs counselors, placement offices, community service providers, and employers in the Kansas City metro area to increase job placement opportunities for students with disabilities.

Expected Outcomes:

Three hundred students are expected to receive direct services of career counseling, job search skills training, mentoring and 75% (225) are to be placed in career related work experiences. Seventy five percent (169) of students receiving internships will transfer to four year schools or obtain career related employment after graduation. Five hundred MCC employees will receive disability awareness training and 150 employers will be trained on ADA and disability awareness issues.

Approach Used to Reach Expected Outcome

Students will be recruited with cooperation from Missouri Vocational Rehabilitation Counselors, Special Services Staff at the colleges and use of the video "A Partnership for Success" in college orientation programs. Career development plans will be developed and services provided accordingly. A mentor data base will be created as a resource for career information and mentor recruitment. Faculty, Staff and

Employer training on ADA implementation and disability awareness issues will be provided to reduce barriers to employment and academic program access.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	16	18-Adult
Visual Impairment Including Blindness	4	18-Adult
Deafness	1	18-Adult
Hearing Impairment (NOT including deafness)	5	18-Adult
Multiple Disabilities	24	18-Adult
Cerebral Palsy	3	18-Adult
Spina Bifida	1	18-Adult
Spinal Cord Injury	1	18-Adult
Other Physical Disability	41	18-Adult
AIDS or AIDS Complex	1	18-Adult
Cancer	1	18-Adult
Epilepsy	5	18-Adult
Substance Abuse Withdrawal	14	18-Adult
Traumatic Head Injury (including TBI)	16	18-Adult
Specific Learning Disability	24	18-Adult
Not Specified	54	18-Adult

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Education Personnel	565
Employers	493
Peer/Co-workers	80
Rehabilitation Personnel	50
Vocational Educators	200
Community Social Services Service Delivery System	100
State Rehabilitation Service Delivery System	100

Barriers to Project Implementation

The number of students served has dropped due to lower referrals from counselors and placement staff. Students are reluctant to disclose a disability and participation in a service which is designed for students with disabilities. Students prefer to access services in non-segregated manner. Placement rate is approximately 50% of all students served instead of 75% goal.

CREATING EMPLOYMENT OPPORTUNITIES (CEO)

Project Title:
Creating Employment Opportunities (CEO)

Project Director:
Martha A. Wille

Project Coordinator:
Martha A. Wille

Contact Person:
Martha A. Wille

Mailing Address:
University of Missouri-Columbia
Missouri LINC
401 E. Stewart Road, Room 200
Columbia, MO 65211-0001

Telephone #: 314-882-7576

Fax #: 314-884-6300

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20011

Transition Institute #: 331

Project Start Date: 10/92

Project End Date: 10/94

Region: 5

Geographic Service Delivery Area:
State of Missouri

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this U.S. Department of Education supported project is to expand the capabilities of personnel involved in the career planning process of students with disabilities in institutions of higher education.

Expected Outcomes:

The intended outcome of the project is to increase work experiences for students with disabilities in postsecondary settings and job placement opportunities for graduates of postsecondary institutions.

Approach Used to Reach Expected Outcome

1. The development of materials and training in the areas of support services, ability/disability awareness issues, accommodations and accessibility, job development, self advocacy, and mentoring.
2. The establishment of networks to provide support and commitments to expand work experiences for persons with disabilities.
3. The increased rate of job placements for students with disabilities through interagency agreements.
4. The creation of more work experience opportunities, and

5. The provision of technical assistance to personnel at postsecondary institutions in the state of Missouri.

PROJECT CONSUMERS FOR CURRENT YEAR

Not applicable - Not a direct service project.

PROJECT IMPACT

Disability Categories

Not applicable

Related Developmental Training for Targeted Audiences:

Participants

Not applicable

Barriers to Project Implementation

1. Project start was delayed due to late notification of grant award.
2. Change in personnel (original project director left for personal reasons).

POSTSECONDARY RESUME (RELEVANT EMPLOYMENT FOR STUDENTS IN UNIVERSITY MEDIATED EXPERIENCES)

Project Title:
Postsecondary RESUME
(Relevant Employment for Students in
University Mediated Experiences)

Project Director:
Mary Friehe/Janice Leuenberger

Project Coordinator:
Linda Peck

Contact Person:
Janice Leuenberger

Mailing Address:
University of Nebraska at Omaha
Room 117 EAB
Omaha, NE 68182-0070

Telephone #: 402-554-2992

Fax #: 402-554-3515 (Omaha)
402-472-7697 (Lincoln)

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20010

Transition Institute #: 336

Project Start Date: 10/1/92

Project End Date: 9/30/95

Region: 5

Geographic Service Delivery Area:
Metropolitan Area (cities and
surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

Project Postsecondary RESUME is designed to enhance the role and capability of career planning and placement (CPP) offices across the campuses of the state university system in preparing and successfully placing students with disabilities in employment.

Expected Outcomes:

1. Approximately 50 students with disabilities will access CPP services and participate in pre-employment or employment placements each year.
2. CPP and Office of Services for Students with Disabilities and Vocational Rehabilitation Services will plan cooperative seminars, mailings and information dissemination for students.

Approach Used to Reach Expected Outcome

Project RESUME has established:
- Mentorship selection and training
- Database of disabled students
- Joint sponsorship of Employment Related Seminars

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 57 Female : 35 (Omaha)
Male : 93 Female : 60 (Lincoln)

Ethnicity of Target Population:

Information not available.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	15	18-Adult
Visual Impairment Including Blindness	4	18-Adult
Deafness (includes hearing impaired))	7	18-Adult
Multiple Disabilities	20	18-Adult
Other Physical Disability	131	18-Adult
Substance Abuse Withdrawal	6	18-Adult
Traumatic Head Injury (including TBI)	8	18-Adult
Specific Learning Disability	24	18-Adult
Not Specified (includes other chronic illness)	35	18-Adult

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Education Personnel	25
Rehabilitation Personnel	4
State Development Disabilities Service Delivery System	10
State Rehabilitation Service Delivery System	4

Barriers to Project Implementation

Simultaneous implementation on two campuses requires an extended timeline for nearly all activities.

Potential communication breakdowns among various campus offices must be addressed by investing much time and energy to ensure success.

CAREER PLACEMENT OPPORTUNITIES FOR POSTSECONDARY STUDENTS WITH DISABILITIES PROJECT

Project Title:
Career Placement Opportunities for Postsecondary Students with Disabilities Project

Project Director:
Jack Hesleph

Project Coordinator:
Happi T. Hansen

Contact Person:
Happi T. Hansen

Mailing Address:
Salt Lake Community College
Career Action Center
4600 S. Redwood Road, P. O. Box 30808
Salt Lake City, UT 84130-0808

Telephone #: 801-957-4715

Fax #: 801-957-4071

E-Mail: U_Hesleph@cc.slcc.edu

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30051

Transition Institute #: 354

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 5

Geographic Service Delivery Area:
Region within the State of Utah
(i.e., more than one county)

SpecialNet User ID #: N/A

Project Purpose:

Salt Lake Community College proposes to develop and then demonstrate a model placement project (Career Placement Opportunities for Postsecondary Students with Disabilities project [CPO Project]) designed to serve the placement needs of postsecondary students with disabilities and to coordinate the placement-related efforts of service providers involved with postsecondary students with disabilities. With regard to the latter, the project will develop processes and procedures for coordinating the efforts and interests of Utah State Vocational Rehabilitation Services, the Utah Department of Employment Security, community based organizations, business and industry, and higher education providers to bring about successful career placement for people with disabilities. It will also seek to coordinate institution/agency resources and the resources provided through Carl D. Perkins Applied Technology Education Title II funds.

Expected Outcomes:

As a result of the project and over the course of the project:

1. Sixty percent (60%) of targeted students at Salt Lake Community College will be enrolled in the model placement program.
2. Seventy percent (70%) of those students enrolled in the program will be placed in career employment.
3. In-service training will be developed and provided to
   - a) placement personnel
   - b) postsecondary faculty and support services staff,
   - c) employers (200 minimum), and
   - d) Staff of participating agencies, institutions and community groups.
4. An infrastructure of services between service providers, contracting agencies, community based groups, and clients will be developed which will enhance career placement opportunities for persons with disabilities.
5. A model project capable of both continuation and replication will have been created.

The above items represent the core of the project's objectives.

Approach Used to Reach Expected Outcome

The overall approach taken is comprehensive. The project will focus both on pre-employment opportunities and subsequent career placements in integrated settings for postsecondary students with disabilities and will provide a comprehensive approach to placement that coordinates all related services from identification and recruitment through follow-up. Project activities will include:

1. identify eligible students through sponsoring agencies, community based programs and outreach to the targeted students—both directly and through service providers, eligible for placement services,
2. develop in-service training for placement personnel in special job development techniques and strategies to enhance placement success for persons with disabilities,
3. develop in-service training and orientation programs for college staff and faculty that focus on awareness and provision of support services and accommodations needed by students with disabilities,
4. develop an employer-focused component designed to involve employers in pre-employment work experiences for program participants and strategies for employment of persons with disabilities, and to provide in-service training for employers related to employment of individuals with disabilities, and
5. develop a comprehensive approach to placement—job seeking and job retention training, job development (including the sensitizing of employers to the needs of employees with disabilities), adaptive equipment arrangements and intensive follow-up.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 50.

ESTIMATED PROJECT IMPACT

Disability Categories

Project will serve any student with any disability that has been accepted into any college-sponsored program, without regard to disability category.

Related Developmental Training for Targeted Audiences:

Participants

Adult Service Providers
Case Managers
Education Personnel
Employers
Rehabilitation Personnel
Related Services Personnel
Vocational Educators
Interagency Coordinating Council
Local Education Service Delivery System
State Education Service Delivery System
State Human Service Delivery System
State Mental Health Service Delivery System
State Rehabilitation Service Delivery System

UVSC/POSTSECONDARY PROGRAM TO INCREASE JOB PLACEMENT OF INDIVIDUALS WITH DISABILITIES

Project Title:
UVSC/Postsecondary Program to Increase Job Placement of Individuals with Disabilities

Project Director:
Curtis Pendleton

Project Coordinator:
Arlene Combs

Contact Person:
Curtis Pendleton/Arlene Combs

Mailing Address:
UVSC/Services for Students with Disabilities
800 W. 1200 South, BU 145
Orem, UT 84058-5999

Telephone #: 801-222-8000, ext. 8404

Fax #: 801-226-5207

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C-----

Transition Institute #: 355

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 5

Geographic Service Delivery Area:
Region within the State of Utah
(i.e., more than one county)

SpecialNet User ID #: N/A

Project Purpose:

The purpose of our project is to integrate students with disabilities into the current mainstream co-op/job placement program here at our college. We hope to be able to help these students:

- access related services on campus and in the community
- access the job market
- acquire improved job attainment and maintenance skills.

Expected Outcomes:

Our expected outcomes are to improve the participation of students with disabilities in the college's co-op/job placement activities. This interagency coordination will expedite a better utilization of college resources for these students. The end result is the placement of students in the community with a job related to their major. Our programs for pre-employment classes and supporting the working students that are placed will better allow these students to integrate socially in the work force. The general awareness of community members will be enhanced in: disability awareness, A.D.A. legal issues and reasonable accommodations for those with disabilities.

Approach Used to Reach Expected Outcome

The major project components leading to our expected outcomes:

Activity 1.0	Inservice Curriculum		
Activity 2.0	Advisory Board		
Activity 3.0	Student Participation		
	Activity 3.2	Individual Transition Plan	
	Activity 3.3	Pre-Employment Class	
Activity 4.0	Supporting Placed Working Students		
	Activity 4.1	Peer mentor on-job program	
	Activity 4.1	Formal Inservice Training for Peer Mentors	
	Activity 4.2	Job Club (job maintenance class)	
Activity 5.0	General Community		
	Activity 5.1	Informational Packet emphasizing: disability awareness reasonable accommodation A.D.A. Legal Issues	
	Activity 5.1	Available to: UVSC Administrators, Faculty, & Staff Secondary School Administrators, Counselors, Teachers, Parents	

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 50.

ESTIMATED PROJECT IMPACT

Disability Categories

Visual Impairment Including Blindness
Deafness
Multiple Disabilities
Other Physical Disability
Epilepsy
Substance Abuse Withdrawal
Traumatic Head Injury (Including TBI)
Specific Learning Disability
Language Disorder

Related Developmental Training for Targeted Audiences:

None

A COLLABORATIVE SKILLS SUPPORT SYSTEM FOR JOB CORPS PROGRAMS

Project Title:
A Collaborative Skills Support System
for Job Corps Programs

Project Director:
Audrey Lunday

Project Coordinator:
Linda Van Borkam

Contact Person:
Audrey Lunday

Mailing Address:
North Dakota Center for Disabilities
500 University Avenue
Minot, ND 58701

Telephone #: 701-857-3286

Fax #: 701-857-3483

E-Mail: Lunday@warp6.cs.misu.nodak.edu

Competition #: 84.158D
(Youths with Disabilities Who Have
Dropped Out of School Project)

Federal Grant #: H158D20003

Transition Institute #: 327

Project Start Date: 1/1/93

Project End Date: 12/29/95

Region: 5

Geographic Service Delivery Area:
State of North Dakota

SpecialNet User ID #: ND.MSUSPED

Project Purpose:

The proposed project will establish a collaborative model which supports the development of an integrated, job-related communication training program. This model will infuse language therapy into a Job Corps Center's vocational and academic programs for high school dropouts.

Expected Outcomes:

Teacher education—Development of Collaborative Model, Innovative program of "Speech-Language Therapy"—Program Model and materials to export (to other Job Corps), Higher rate of employment success and/or stability, maintain (fewer dropouts) in the training program.

Approach Used to Reach Expected Outcome

Teacher inservices, student therapy, coordination and contact continuous among staff and teachers, development of screening, evaluation, therapeutic and supportive materials, on the job site support.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 60% Female: 40%

Ethnicity of Target Population:

Information not available.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Deafness	1	17
Dropouts	112	16-21
Hearing Impairment (NOT including deafness)	3	16-21
Mental Retardation	2	17-18
Specific Learning Disability	35	16-21
Articulation Disorder	3	16-21
Language Disorder	35	16-21
Not Specified	306	-----

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Adult Service Providers	2
Employers	4
Job Coaches	2
Paraprofessionals	3
Related Services Personnel	5
Vocational Educators	12
Interagency Coordinating Council	1
Other Service Delivery System	3

Barriers to Project Implementation

1. Job Corps—One year late in opening! Substitute schools and programs used to simulate Job Corps.
2. Decreased on-site time and less opportunity to best utilize graduate practicum students and develop (use and modify) program materials.

3. As result, trained a group of teachers we won't use again and so need to do whole retraining over with new teachers when J.C. opens.

CHOICE MAKER SELF-DETERMINATION TRANSITION PROJECT

Project Title:
Choice Maker Self-Determination
Transition Project

Project Director:
James E. Martin

Project Coordinator:
Laura Huber Marshall

Contact Person:
James Martin or Laura Huber Marshall

Mailing Address:
University of Colorado at Colorado Springs
Center for Educational Research
P. O. Box 7150
Colorado Springs, CO 80933-7150

Telephone #: 719-593-3627 (Martin)
719-593-3540 (Marshall)

Fax #: 719-593-3034

E-Mail: LHMARSHALL@UCCS.EDU
JEMARTIN@UCCS.EDU

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K10040

Transition Institute #: 309

Project Start Date: 8/1/91

Project End Date: 7/31/94

Region: 5

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000
Urbanized Area (cities and surrounding areas of 50,000-100,000+)
Metropolitan Area (cities and surroudning areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

To demonstrate that transitioning students with mild to moderate learning and behavior problems can become self-determined by directing and managing their own IEP.

Expected Outcomes:

By the end of the project we will have directly worked with 18 teachers and over 285 students across nine high schools. Together, we will:

1. identify self-determination skills and validate self-administered and teacher/parent administered self-determination checklists;
2. establish out-of-school self-directed job match and self-managed placements activities to ensure employment upon exiting school;
3. establish in-school class match and a self-directed IEP process;
4. develop self-determination curriculum and instructional procedures, including professional quality video tapes;

5. establish strategies to help parents and service providers accept increased self-determined behaviors;
6. establish a school-based job coach program that uses adults with disabilities as trainers, advocates, and role models; and
7. disseminate 11 articles, 3 videos, a final report, and a book that describes the curriculum, instructional procedures, case studies, and effectiveness data.

Approach Used to Reach Expected Outcome

Train teachers to implement self-determination curriculum with middle school and high school students. Provide awareness training to parents.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 60 Female: 30

Ethnicity of Target Population:

American Indian/Native American, Asian, Black/African-American, Hispanic, White, Multi-ethnic.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	70	12-Adult
Visual Impairment Including Blindness	1	12-17
Mental Retardation	10	12-Adult
Other Physical Disability	1	12-17
Specific Learning Disability	80	12-Adult

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Parents (No special needs)	50
Local Education Service Delivery System	75
State Education Service Delivery System	30
State Rehabilitation Service Delivery System	5

Barriers to Project Implementation

- Time it takes to develop, test, finalize, and produce instructional materials (lessons, videotapes, etc.)
- Focus on inclusion added another level of teachers and administrators to work with.

SHARING THE JOURNEY

Project Title:
Sharing the Journey

Project Director:
Jean Lehmann

Project Coordinator:
Rosemary Grebenc, Terry Deniston

Contact Person:
Jean Lehmann

Mailing Address:
Colorado State University
Education Building, Rm. 205
Fort Collins, CO 80623

Telephone #: 303-491-5169

Fax #: 303-491-7204

E-Mail: lehmann@condor.colostate.edu

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K30040

Transition Institute #: 369

Project Start Date: 11/1/93

Project End Date: 10/31/96

Region: 5

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this grant is to pilot a model which recognizes that self-determination does not happen in a vacuum. Individuals must be viewed in the context of all the systems in which they must function now and in the future. These include: their family; school; adult service; and community systems.

Expected Outcomes:

This project is designed to serve youth with disabilities in Northeast Colorado between the ages of 14-21, their families, teachers, adult service providers and community members. The desired outcomes for these project participants are:

1. Individuals with disabilities who have more choices and power to create individualized supports, thus having more self-determined current and future lives.
2. Families who are supported in order to promote and facilitate the acquisition of self-determination skills for their children in an individualized and culturally appropriate manner.
3. Teachers (general and special education) and adult service providers who assess, teach, and support self-determining efforts by individuals with disabilities.

Approach Used to Reach Expected Outcome

1. Develop training opportunities that correspond to the change process in order to support families, teachers, and adult service providers as they release their role as primary decision-makers and become consultants to persons with disabilities.
2. Develop an ongoing assessment process that is person-centered and identifies the individuals' dreams, interests, needs, support and level of self-determination.
3. Foster the development of individual self-determination and shared vision amongst families, teachers, adult service providers and the community by integrating the use of an Individualized Life Plan (ILP) into existing Individualized Education (IEP) and Transition (ITP) staffing meetings.
4. Provide coaching, resources and follow-up to assure the ILP is operationalized to maximize individual choices and increased self-determination skills.
5. Effectively administer and evaluate the project and disseminate findings.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

(New Project)

Project will provide direct services to persons with disabilities. Estimated number of individuals to be served during first year of funding: 100.

ESTIMATED PROJECT IMPACT

Disability Categories

Mental Retardation

Related Developmental Training for Targeted Audiences:

Participants

Child/Individual with Special Needs
Parents
Adult Service Providers
Caregivers
Case Managers
Education Personnel
Job Coaches

SELF DETERMINATION THROUGH GROUP ACTION PLANNING

Project Title:
Self Determination Through
Group Action Planning

Project Director:
Emma Longan

Project Coordinator:

Contact Person:

Mailing Address:
Full Citizenship, Inc.
211 E. 8th St., Suite F
Lawrence, KS 66044

Telephone #: 913-749-0603

Fax #: 913-749-0646

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20035

Transition Institute #: 317

Project Start Date: 10/1/92

Project End Date: 9/30/95

Region: 5

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000

SpecialNet User ID #: N/A

Project Purpose:

The Self-Determination through Action Planning project proposes to develop, implement and evaluate the Group Action Planning process as a means to self-determination for individuals with disabilities.

Expected Outcomes:

1. Develop in the individual with disabilities the interest/motivation and skills necessary to participate in the Group Action Planning process. The individual will target seven domains of daily life: Domestic, transportation, employment, financial, recreational, social relationships, behavioral, and community participation.
2. Develop within the social environment of the individual the interest/motivation and skills to support the individual with disabilities. Significant others, including family, friends, and service providers, will engage in the Group Action Planning process and provide assistance to the individual when needed.

Approach Used to Reach Expected Outcome

The innovative Group Action Planning process includes identifying visions, goals, obstacles, and resources and then creating an Action Plan which identifies the next steps, including who, when and how. Using this format, the individual with disabilities will be supported by the group (i.e., significant others including family, friends, and service providers) to formulate action plans based on eight targeted domains of daily life. The seven domains include: Domestic, transportation, employment, financial, recreational, social relationships, behavioral, and community participation.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 7 Female: 6

Ethnicity of Target Population:

White, Multi-ethnic.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Developmentally Delayed	5	12-Adult
Mental Retardation	9	12-Adult
Cerebral Palsy	2	18-Adult

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	16
Parents (No special needs)	5
Parents with Special Needs-(i.e., parents who are abusive, adolescent, disabled, limited English proficiency, migrant, single, substance abusing, or surrogate)	4
Family Members other than parents	No information available
Friends	
Adult Service Providers	
Caregivers	
Case Managers	
Education Personnel	
Job Coaches	
Paraprofessionals	
Peer/Co-workers	
Rehabilitation Personnel	
Special Education Personnel	
Community Mental Health Service Delivery System	
Community Social Services Service Delivery System	
State Developmental Disabilities Service Delivery System	

State Mental Health Service Delivery System

Note: Through our Action Planning Groups, all of these groups have been involved—either at one meeting or many.

Barriers to Project Implementation

We have been quite successful in implementing our project into our school district. Any barriers would simply be attitudinal.

IT'S MY LIFE

Project Title:
It's My Life

Project Director:
Emilee Curtis

Project Coordinator:
Emilee Curtis

Contact Person:
Emilee Curtis

Mailing Address:
New Hats, Inc.
148 E. 5065 So. #6
P.O. Box 57567
Salt Lake City, UT 84157

Telephone #: 801-268-9811

Fax #: 801-268-9814

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20028

Transition Institute #: 314

Project Start Date: 10/1/92

Project End Date: 9/30/95

Region: 5

Geographic Service Delivery Area:
Urbanized Area (cities and surrounding areas of 50,000-100,000)
Metropolitan Area (cities and surrounding areas of 100,000+)
More than one state

SpecialNet User ID #: N/A

Project Purpose:

To demonstrate that transitioning students can create self-initiated lifestyles and develop self determination as the basis for a complete way of life. This is accomplished by "total immersion," not a class in self determination.

Expected Outcomes:

A replicable self-determination model for transitioning students:

1. A workbook, teacher's materials and video about students initiating and directing their planning
2. a profile/assessment tool for determining life dreams and capacities that relate to self-determination
3. film festival
4. materials for teachers and parents to assist them in encouraging self reliance.

Approach Used to Reach Expected Outcome

1. A pilot test with 30 students.
2. A main field test with 4 schools in the second year and 4 school districts in the third year.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 14 Female : 17

Ethnicity of Target Population:

Hispanic, Pacific/Native Hawaiian

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Autism	1	18-22
Developmentally Delayed	16	18-22
Economically Disadvantaged	2	18-22
Hearing Impairment (NOT including deafness)	1	18-22
Mental Retardation	6	18-22
Cerebral Palsy	1	18-22
Traumatic Head Injury (including TBI)	1	18-22
Specific Learning Disability	4	18-22

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Parents (No special needs)	100
Family Members other than parents	20
Friends	10
Adult Service Providers	125
Case Managers	200
Education Personnel	175
Employers	15
Job Coaches	65
Paraprofessionals	25
Recreation Personnel	30
Rehabilitation Personnel	80
Special Education Personnel	25

Community Mental Health Service Delivery System	10
Community Recreation Service Delivery System	30
Community Social Services Service Delivery System	30
Local Education Service Delivery System	30
State Development Disabilities Service Delivery System	25
State Education Service Delivery System	25
State Rehabilitation Service Delivery System	80

Barriers to Project Implementation

1. We found some students had been so protected and supported by the dependable arrival of the school bus each morning that they had difficulty transitioning to self reliance, i.e., getting themselves to public transportation bus stop on time.
2. It's been more challenging than originally intended to support parent's preferences regarding their sons/daughters "real employment with pay and real expectations as opposed to school's placement at non-paid training sites."

These barriers have been interesting "twists" in the project but will not affect our outcomes.

STUDENT OPPORTUNITIES FOR SUCCESS

Project Title:
Student Opportunities for Success

Project Director:
Pat Sample

Project Coordinator:
Cathy Schelly

Contact Person:
Pat Sample

Mailing Address:
Colorado State University
Transition Services
303 Occupational Therapy Building
Fort Collins, CO 80523

Telephone #: 303-491-5930

Fax #: 303-491-6290

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P10006

Transition Institute #: 282

Project Start Date: 8/31/91

Project End Date: 7/31/94

Region: 5

Geographic Service Delivery Area:
Urbanized Area (cities and surrounding areas of 50,000-100,000)

SpecialNet User ID #: N/A

Project Purpose:

The Student Opportunities for Success Project represents a cooperative community effort to investigate the relationship between vocational experiences and post-school outcomes for students with significant emotional disorders and/or secondary school youth who have been adjudicated due to behaviors.

Using a comparison of supported employment services and entrepreneurial enterprises, Transition Services of Colorado State University, in cooperation with the Poudre School District, will work with 48-60 students, ages 16 through 21, who have been placed in three different alternative programs as a result of failure in a mainstreamed secondary education environment.

Expected Outcomes:

Outcomes for the Student Opportunities for Success Project are targeted in the following areas:

Employment: Students participating in the SOS project will demonstrate effective employability skills, greater work ethic, a realistic understanding of interests and abilities and greater long-term success on-the-job.

Independent Living: Students will become self advocates and be familiar with community resources. In addition, students will demonstrate more effective independent living skills and an improved quality of life as they are empowered to be "in charge" of their own lives.

Interagency: A working team of service providers will assist with transition-related activities and provide continuity and vocational support for students before and after they leave school.

Research: Research will be conducted to determine the relationship between the type of vocational experience prior to exit from school and postschool outcomes.

Approach Used to Reach Expected Outcome

Employability outcomes are achieved through a variety of supported employment and entrepreneurial employment strategies. Youth determine appropriate job placements and interests through a functional community-referenced assessment process in which a student's interests and ability to function in different domain areas are identified. Effective employability skills and work ethic are learned through supported employment in the community and entrepreneurial projects in the classroom.

Independent living outcomes are achieved as students participate in their own case management. An action planning process is utilized to empower students to set goals and make informed decisions about different areas of their lives. In addition, independent living skills are learned as a result of individualized support from the SOS staff.

Interagency outcomes have occurred through an existing school district task force which focuses on the unique vocational and transition needs of secondary students with emotional disorders.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 16 Female: 9

Ethnicity of Target Population:

American Indian/Native American, Black/African-American, Hispanic, White, Multi-ethnic

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	24	16-20

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Families	14
Adolescent Parents	2
Caregivers	4
Case Managers	8
Education Personnel	9
Employers	15
Job Coaches	2
Paraprofessionals	1
Peer/Co-workers	15
Recreation Personnel	5
Rehabilitation Personnel	2
Special Education Personnel	3
Vocational Educators	5
Interagency Coordinating Council	(5 groups)

KANSAS TRANSITION STUDY: ADOLESCENTS WITH SEVERE EMOTIONAL DISTURBANCE

Project Title:
Kansas Transition Study: Adolescents
with Severe Emotional Disturbance

Project Director:
Charles R. Campbell

Project Coordinator:

Contact Person:
Charles R. Campbell

Mailing Address:
University of Kansas
Kansas University Affiliated
Program at Parsons
1602 Gabriel
Parsons, KS 67357

Telephone #: 316-421-6550, Ext. 1859

Fax #: N/A

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition
of Special Populations)

Federal Grant #: H158P10033

Transition Institute #: 277

Project Start Date: 10/1/91

Project End Date: 9/30/94

Region: 5

Geographic Service Delivery Area:
Region within the
State of Kansas

SpecialNet User ID #: N/A

Project Purpose:

This project proposes to identify and analyze student and ecological setting variables that serve to facilitate or hinder transition of these students into general/less restrictive educational settings.

Expected Outcomes:

Project staff will accomplish three goals, one research and two project support, that include:

1. Investigate the setting events critical to the transition process,
2. Provide for project and program evaluation, and
3. Provide for broad based impact of project findings through dissemination.

Approach Used to Reach Expected Outcome

The proposed activities are several. First the school records of approximately 200 students (14-21 years old) enrolled in regular and special education classes will be reviewed to identify their current placements and obtain demographic information and other permanent record data thought to be related to successful transition. Semistructured interviews will be conducted with a smaller sample (100) of these students and their special and regular education teachers and parents to obtain additional current information regarding their educational status, teacher, student, and parent perceptions of barriers to transition, and the social networks of students. Next, 50 of these students will be followed over a three year period to document changes in their educational placements and variables associated with their transitions. Finally, a more comprehensive study involving 72 students is proposed which will measure a variety of student, teacher, and educational setting variables. The relationship of these variables to students' educational placement and teacher-rated adjustment will be analyzed.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Black/African American, White

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	200	14-21

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date

Information not available.

A COMPREHENSIVE RESEARCH APPROACH TO DEVELOP A MODEL OF EFFECTIVE STRATEGIES FOR PROVIDING TRANSITIONAL SERVICES TO ADJUDICATED YOUTH WITH DISABILITIES

Project Title:
A Comprehensive Research Approach to Develop a Model of Effective Strategies for Providing Transitional Services to Adjudicated Youth with Disabilities

Project Director:
Gary Meers

Project Coordinator:
Richard Pollard

Contact Person:
Gary Meers

Mailing Address:
University of Nebraska
518 E. Nebraska Hall
Lincoln, NE 68588-0515

Telephone #: 402-472-2365

Fax #: 402-472-5907

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P30010

Transition Institute #: 375

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 5

Geographic Service Delivery Area:
National

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this project is to develop a profile of adjudicated youth with disabilities and provide a comprehensive model., patterned on research-based information, for providing effective transitional services and strategies for this special population.

Expected Outcomes:

This research project, utilizing triangulation of results from studies involving multiple populations, will further understanding about the adjudicated youth with disabilities population and provide a blueprint for working with this special population. However, the impact of the project will only be felt through extensive dissemination efforts which are an essential part of the project.

Approach Used to Reach Expected Outcome

1. To develop a profile of adjudicated youth with disabilities through the identification of the common threads of disruptions in their sociological, psychological and educational development.
2. To identify successful transitional services, strategies and programs that are available to assist adjudicated youth in the transition process.
3. To determine which transitional services and strategies are most effective with adjudicated youth with disabilities.
4. To determine the advantages and disadvantages associated with transitional services and strategies for adjudicated youth with disabilities.
5. To develop a contingency model to help those involved with adjudicated youth, to make informed decisions regarding the most effective strategies to use under various circumstances and in various settings.
6. To disseminate results and implications from the study to help insure project findings are put into practice.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Not applicable - Not a direct service project.

ESTIMATED PROJECT IMPACT

Disability Categories

Not applicable - Not a direct service project.

Related Developmental Training for Targeted Audiences:

None

EXPIRED PROJECT PROFILES IN REGION V

Three projects expired during 1993 in Region V, the Mountain Plains region. Two of these projects returned expired project surveys. The following is a summary of continuation activities, project components being continued, and project products for these projects.

FOCUS OF CONTINUATION ACTIVITIES

Only one of the two responding projects described the focus of their continuation activities after the expiration of federal funding. These efforts are to continue advisement for rural schools using Electronic Network.

PROJECT COMPONENTS BEING CONTINUED

Projects identified specific components or activities that will continue despite the lapse of federal funding. These include advising youths and adults with disabilities, providing supportive services in postsecondary eduction, job referrals, employer survey.

PROJECT PRODUCTS

Projects listed products developed during their funding period: brochures and journal articles/monographs.

PROJECT BRIDGE

Project Title: PROJECT BRIDGE	Competition #: 84.078C (Postsecondary Demonstration Project)
Contact Person: Arlene H. Parisot	Transition Institute #: 252
	Project End Date: 9/29/93
Mailing Address: Montana State University College of Technology-Great Falls 2100 16th Avenue South Great Falls, MT 59405	Region: 5
Telephone #: 406-771-7140	

Current Focus of Project Continuation Activities:

Continuation of advisement for rural schools utilizing Electronic Network.

Project Components Being Continued:

1. Program Component: Advisement of youth and adults with disabilities utilizing electronic networking to facilitate transition into postsecondary education.
   Administering Agency: MSU-College of Technology-Great Falls
   Agency Contact Person: Arlene Parisot, MSU-College of Technology-Great Falls, 2100 16th Avenue South, Great Falls, MT 59405. (406)771-7140.

2. Program Component: Provision of supportive services in postsecondary education to maximize success of youths and adults with disabilities.
   Administering Agency: MSU-College of Technology-Great Falls
   Agency Contact Person: Arlene Parisot, MSU-College of Technology-Great Falls, 2100 16th Avenue South, Great Falls, MT 59405. (406)771-7140.

Project Products:

Brochure:
Project Bridge.

A DISPERSED-HETEROGENEOUS-PLACEMENT SUPPORTED EMPLOYMENT MODEL: AN INNOVATIVE ALTERNATIVE FOR TRANSITIONING STUDENTS WITH MENTAL RETARDATION FROM SCHOOL TO WORK

Project Title:
A Dispersed-Heterogeneous-Placement Supported Employment Model: An Innovative Alternative for Transitioning Students with Mental Retardation from School to Work

Contact Person:
John A. Nietupski

Mailing Address:
University of Iowa
Iowa University Affiliated Program
University Hospital School, Room 257
Iowa City, IA 52242-1011

Telephone #: 319-356-4664

Competition #: 84.158N
(Training and Employment Project)

Transition Institute #: 262

Project End Date: 7/10/93

Region: 5

Current Focus of Project Continuation Activities:
Not Applicable.

Project Components Being Continued:

1. Program Component: Referral strategy to obtain job leads.
   Administering Agency: REA.
   Agency Contact Person: Bill Baker/Mark Edwards, P. O. Box 24, Conroy, IA 52220. 319-662-4043.

2. Program Component: Employer survey; hiring proposal job development process.
   Administering Agency: Options of Linn County.
   Agency Contact Person: Lonnie Matthews, 1019 7th St., SE, Cedar Rapids, IA 53401. 319-398-3539.

3. Program Component: Employer survey; hiring proposal job development process.
   Administering Agency: REA.
   Agency Contact Person: Bill Baker/Mark Edwards, P. O. Box 24, Conroy, IA 52220. 319-662-4043.

Project Products:

Brochure:
Supported Employment: A key to good business. Free.

Journal Articles/Monographs:

A dispersed-heterogeneous-placement supported employment model: An innovative alternative for transitioning students with mental retardation from school to work. Journal of Vocational Rehabilitation, 3(3) 43-52, (1993). $1.50.

Year 2, DHP project monograph. $5.00.

Nietupski, Verstegen & Hamre-Nietupski. (1993). Incorporating sales and business principles into job development in supported employment. Education and Training in Mental Retardation, 27, 207-211.

Nietupski, Verstegen, Hamre-Nietupski, & Tanty. (1993). Leveraging community support in approaching employers: The referral model of job development. Journal of Vocational Rehabilitation, 3(4), 38-45. $1.50.

Order from: Sandra Chappelle, Employment Project Coordinator, Iowa UAP - University Hospital School, Room 257, Iowa City, IA 52242-1011.

BRIDGES TO SUCCESS: ENHANCING NATURAL SUPPORTS IN COMMUNITY EMPLOYMENT FOR YOUTHS WITH DISABILITIES

Project Title:
Bridges to Success: Enhancing Natural Supports in Community Employment for Youths with Disabilities

Competition #: 84.158N
(Training and Employment Project)

Contact Person:
R. M. Stineman

Transition Institute #: 263

Project End Date: 7/10/93

Mailing Address:
Full Citizenship, Inc.
211 E. 8th, Suite F
Lawrence, KS 66044

Region: 5

Telephone #: 913-749-0603

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued:
Information not available

Project Products:
Information not available

REGION VI PROJECT PROFILES

REGIONAL PROFILE

Region VI, the Western Region, is composed of eight states and six other government entities: Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, and Washington, American Samoa, Guam, Federated States of Micronesia, Republic of the Marshall Islands, Republic of Palau, and the Commonwealth of the Northern Marianas. The 25 current projects in Region VI are located in Alaska (n=1), Arizona (n=4), California (n=7), Hawaii (n=4), Oregon (n=3), and Washington (n=6). Competitions represented are Postsecondary Demonstration Projects (84.078C), Youths With Disabilities Who Have Dropped Out of School Projects (84.158D), Self-Determination Projects (84.158K), Research Projects on the Transition of Special Populations (84.158P), and Multi-District Outreach Projects (84.158Q). The first map in this section plots the number of active projects in each state for Region VI. The second map plots the approximate location of each project by competition and by Transition Institute number.

GEOGRAPHIC AREA SERVED

Of the 25 current projects, eight report serving a metropolitan area of over 100,000 people, five report serving a state, two report serving regions within a state, two report serving an urbanized area of 50,000-100,000 people, and two report serving a county. One project reports serving both a metropolitan area of more than 100,000 people and a state. Another project serves both an urbanized area and a region. A third project serves a rural area of fewer than 2,500 people, towns and cities of 2,500-50,000, and an urbanized area.

PRIMARY GRANTEE

The type of agency designation for projects in this region is summarized as follows:

10 - university, four-year college, or UAP

6 - education agency (state, local, intermediate or tribal)

4 - private not-for-profit agency

2 - community college

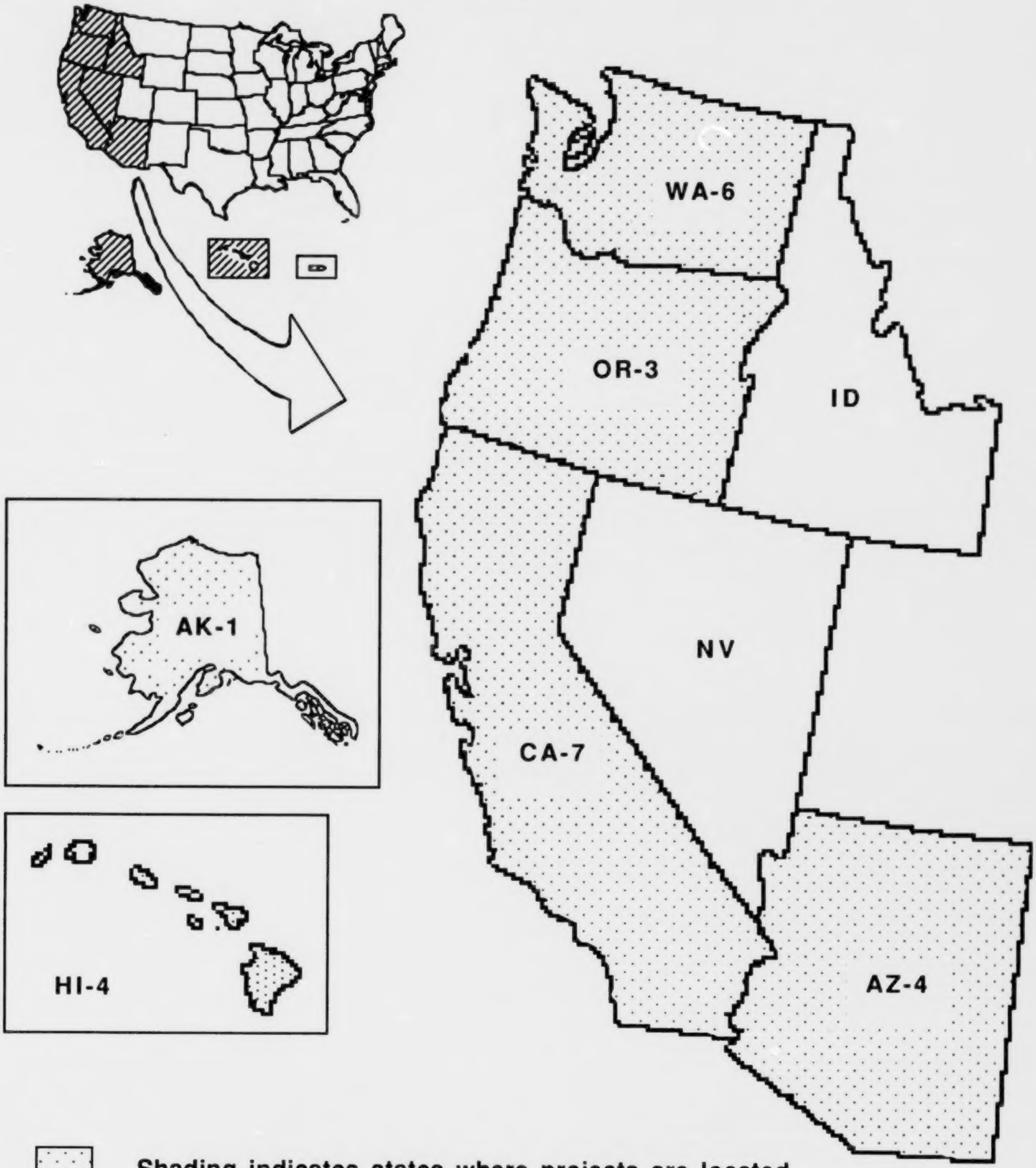
This information is not available for three projects.

PROJECT PARTICIPANTS

Of the target population, 21% have a specific learning disability, 13% are developmentally delayed, and 12% are deaf. The remainder demonstrate the following disabilities: economically disadvantaged, multiple disabilities, other physical disability, mental retardation, autism, serious emotional disturbance, traumatic head injury (including TBI), cerebral palsy, visual impairment including blindness, hearing impairment (NOT including deafness), spinal cord injury, language disorder, deaf-blindness, and spina bifida.

Target audiences provided developmental training in Region VI include: 135 individuals with special needs, 190 parents, 46 family members other than parents, 72 friends, 147 education personnel, 397 non-education personnel, and 80 individuals in the service delivery system.

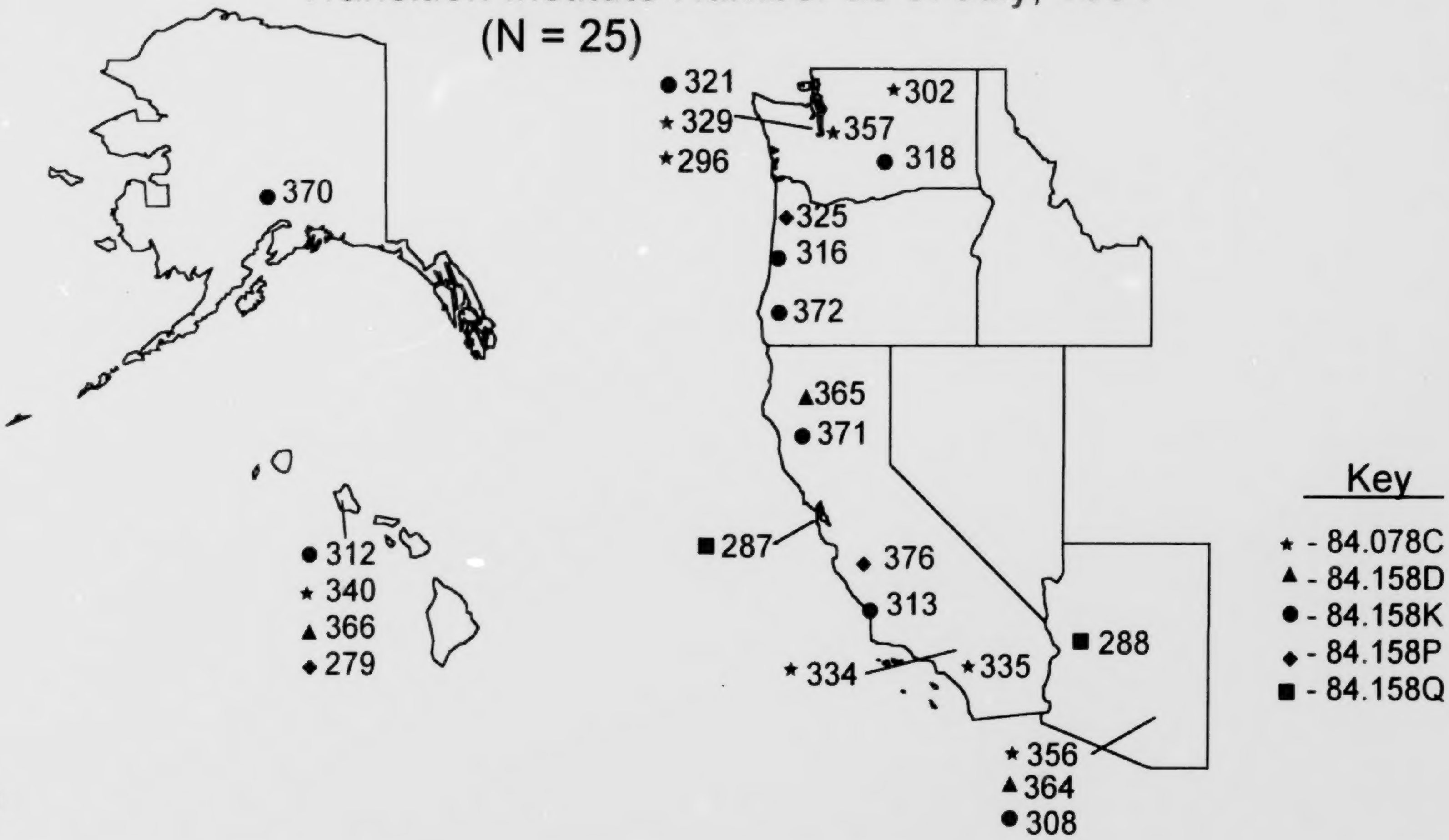
Geographic Distribution of Model Demonstration Projects in Region VI: West as of July 1994 (N = 25)


WA-6
OR-3
ID
NV
CA-7
AZ-4
AK-1
HI-4

░ Shading indicates states where projects are located.

Number indicates number of projects

Geographic Distribution of Model Demonstration Projects in Region VI: West -- By Competition Number and Transition Institute Number as of July, 1994
(N = 25)


● 370
● 312
★ 340
▲ 366
◆ 279
● 321
★ 329
★ 296
★ 302
★ 357
● 318
◆ 325
● 316
● 372
▲ 365
● 371
■ 287
◆ 376
● 313
★ 334
★ 335
■ 288
★ 356
▲ 364
● 308
Key
★ - 84.078C
▲ - 84.158D
● - 84.158K
◆ - 84.158P
■ - 84.158Q

CAREER PLACEMENT OPPORTUNITIES FOR STUDENTS WITH DISABILITIES IN POST-SECONDARY EDUCATION

Project Title:
Career Placement Opportunities for Students with Disabilities in Post-Secondary Education

Competition #: 84.078C
(Postsecondary Demonstration Project)

Project Director:
Elizabeth Schloss

Federal Grant #: H078C300005

Project Coordinator:

Transition Institute #: 356

Contact Person:
Elizabeth Schloss

Project Start Date: 10/93

Mailing Address:
University of Arizona
Old Main, Room 102
Tucson, AZ 85721

Project End Date: 10/96

Region: 6

Telephone #: 602-621-4224

Geographic Service Delivery Area:
National

Fax #: 602-621-8158

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this project is twofold:

1. To develop a model career services program for students with physical disabilities in post-secondary education.
2. To educate employers on ADA issues and assistive technology available to employees with physical disabilities.

Expected Outcomes:

There are several outcomes we expect to achieve with our project:

1. Generate a list of eligible students.
2. University staff, faculty and career service personnel will develop expertise in disability issues, awareness and accommodations.
3. Employers will gain awareness and knowledge regarding ADA, accommodations and disability issues.
4. Employers will offer more placement opportunities to students with disabilities in the form of internships, co-ops, permanent placement and volunteer experiences.
5. Project participants will increase their utilization of career services.
6. Project participants will gain career awareness.

7. The number of students with disabilities in work experience programs will increase.
8. Local high schools, community colleges, and other universities will gain awareness, expertise and understanding of disability needs and accommodation methods.

Approach Used to Reach Expected Outcome

The major project components that lead to our expected outcomes are:

1. Informing students of the project, providing materials, and conducting information sessions.
2. Referring and registering students for the "Self and the World of Work" class.
3. Student participation in the existing campus recruiter greeter program, career workshops and career counseling.
4. Training for each of 5 curriculum areas, all career services' personnel, 100 faculty, staff and teaching assistants.
5. Staff and faculty participation in our Career Week Technology Fair.
6. Training for employers on ADA issues and disability etiquette.
7. Participation by project staff in meetings for the Tucson Mayor's Committee and the Governor's Committee on the Employment of Persons with Disabilities.
8. Obtaining letters of agreement for placement opportunities.
9. Offering individual job search counseling and employability skills workshops to students.
10. Providing information about the project to recruit employers.
11. Contacting employers who have offered co-op and internship opportunities in the past and developing them further.
12. Providing presentations and training to local high schools, community colleges and other universities.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

(New Project)

Project will provide direct services to persons with disabilities. Estimated number of individuals to be served during first year of funding: 30.

ESTIMATED PROJECT IMPACT

Disability Categories

Visual Impairment Including Blindness
Deafness
Deaf-Blindness
Developmentally Delayed
Hearing Impairment (NOT including deafness)
Multiple Disabilities
Cerebral Palsy
Spina Bifida
Spinal Cord Injury
Other Physical Disability

AIDS or AIDS Complex
Cancer
Epilepsy
Technology Dependent
Traumatic Head Injury (Including TBI)
Cleft Palate

Related Developmental Training for Targeted Audiences:

Participants

Adult Service Providers
Education Personnel
Employers
Job Coaches
Peer/Co-workers
Vocational Educators
State Education Service Delivery System

EMPOWERMENT THROUGH PARTNERSHIP: STUDENTS WITH DISABILITY INTERNSHIP PROJECT

Project Title:
Empowerment through Partnership: Students with Disability Internship Project

Project Director:
Leland Gassert

Project Coordinator:
Terri Goldstein

Contact Person:
Terri Goldstein

Mailing Address:
California State University, Northridge
The Career Center - TCC
18111 Nordhoff Street
Northridge, CA 91330

Telephone #: 818-885-2381

Fax #: 818-885-4561

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20087

Transition Institute #: 334

Project Start Date: 1/1/93

Project End Date: 12/31/94

Region: 6

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

To establish career development services for disabled postsecondary students at California State University, Northridge. The Career Center is proposing to design, implement, evaluate and disseminate a project for students with disabilities that will provide effective work experience and create long term working relationships with the community at large. Due to its replicability, this program will affect other programs for disabled students and their home communities. Students will be impacted by gaining employment skills and thus becoming more productive citizens. Employers will become more aware of the types of accommodation techniques for hiring persons with disabilities and will increase the career opportunities available for persons with disabilities. Other postsecondary institutions will be able to adapt these services to their campus accordingly.

Expected Outcomes:

Expected outcomes of the project fall under four major objectives:

1. Career development for students through partnerships -

   a. To design and implement a career development curriculum for workshops to assist students with disabilities.
   b. To provide disabled students with an opportunity to learn from persons with disabilities who are now employing the techniques to overcome unemployment barriers.
   c. To develop and disseminate a student handbook.
   d. To develop an evaluation tool to solicit student input on project effectiveness.
2. Objectives for work experience - to provide students with disabilities with an opportunity to examine first hand various occupations and industries.
3. Objectives for employers -
   a. To educate employers on the implications of the Americans with Disabilities Act and on reasonable accommodation, assistive devices, and job site modification.
   b. To establish a network of employers interested in hiring students with disabilities.
4. Objectives for dissemination -
   a. To establish a replicable model for Internships and Students with Disabilities in a Postsecondary Program.
   b. To design and disseminate Trainer's Manuals for conducting workshops

Approach Used to Reach Expected Outcome

Major project activities are key to the four project outcomes:

1. Career development for students with disabilities.
2. Work experience through training workshops and internships.
3. Employer education.
4. Dissemination - Student and employer workshops and related instructional modules.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Visual Impairment including Blindness		
Deafness	Information not available	18-Adult
Deaf-Blindness		
Hearing Impairment (NOT including deafness)		

Specific Learning Disability Cerebral Palsy Spinal Cord Injury Traumatic Head Injury (including TBI) Articulation Disorder Language Disorder Orthopedic Impairment	Information not available	18-Adult

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Information not available.	

PARTNERSHIPS FOR EMPLOYING STUDENTS WITH DISABILITIES

Project Title:
Partnerships for Employing Students with Disabilities

Competition #: 84.078C
(Postsecondary Demonstration Project)

Project Director:
Ron Haines and Ron Jordan

Federal Grant #: H078C20035

Project Coordinator:
Susan Mathers

Transition Institute #: 335

Contact Person:
Ron Haines and Susan Mathers

Project Start Date: 10/1/92

Mailing Address:
Palomar College
1140 W. Mission Road
San Marcos, CA 92069

Project End Date: 9/30/95

Region: 6

Telephone #: 619-744-1150, Ext. 2378

Geographic Area Served:
Urbanized Area (cities and surrounding areas of 50,000-100,000)

Fax #: 619-744-8123

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

Vocational preparation, placement and job retention for college students with targeted disabilities: learning disabilities, psychological disabilities, and acquired brain injuries.

Expected Outcomes:

Successful placement and continued employment for targeted disabled persons.

Approach Used to Reach Expected Outcome

1. Courses in vocational preparation and work adjustment.
2. On-site peer-monitoring available to aid in work adjustment.
3. Employer Advisory Board and Transition Committee of region service providers to provide input to the project and coordinate existing services.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

American Indian/Native American, Asian, Black/African-American, Hispanic, White, Other.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	16	Adult
Visual Impairment Including Blindness	2	Adult
Deafness	4	Adult
Developmentally Delayed	4	Adult
Cerebral Palsy	1	Adult
Spina Bifida	1	Adult
Spinal Cord Injury	1	Adult
Other Physical Disability	10	Adult
Traumatic Head Injury (including TBI)	19	Adult
Specific Learning Disability	20	Adult

Related Developmental Training for Targeted Audiences:

Participants

None

CAREER PLACEMENT OPPORTUNITIES FOR STUDENTS WITH DISABILITIES AT THE UNIVERSITY OF HAWAII SYSTEM

Project Title:
Career Placement Opportunities for Students with Disabilities at the University of Hawaii System

Project Director:
Robert Stodden

Project Coordinator:
Betty Carlson

Contact Person:
Betty Carlson

Mailing Address:
University of Hawaii-Manoa
1776 University Avenue, UA 4-6
Honolulu, HI 96822

Telephone #: 808-956-5715

Fax #: 808-956-5713

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C20003

Transition Institute #: 340

Project Start Date: 10/1/92

Project End Date: 9/30/95

Region: 6

Geographic Area Served:
State of Hawaii

SpecialNet User ID #: N/A

Project Purpose:

The overall purpose of the proposal project is to enhance the role and capacity of career placement offices within the statewide University of Hawaii system to provide pre-employment and employment opportunities for students with disabilities. The project will create and facilitate the cooperative efforts of a wide range of persons supporting prominent and competitive vocational outcomes for students with disabilities.

Expected Outcomes:

1. To develop a model system analysis and evaluation process to define structural and process changes needed to restructure and enhance the role and capacity of career placement offices within the University of Hawaii system to serve students with disabilities.
2. To demonstrate and evaluate the effectiveness of structural and process changes developed to enhance the role and capacity of career placement offices to serve students with disabilities (as determined through goal 1 activities).
3. To systematize, replicate, and disseminate those structural and process innovations demonstrated as being most effective in enhancing the role and

capacity of career placement offices to serve students with disabilities (as demonstrated and deemed effective through goal 2 activities).

Approach Used to Reach Expected Outcome

1. To develop and adopt in-service training and orientation programs for persons directly involved with career placement of students with disabilities;
2. To obtain the involvement of employers and other private sector personnel in the career development process;
3. To increase the placement percentages of students with disabilities through the formation and continuation of formal cooperative working agreements;
4. To enhance the career experiences of students with disabilities through cooperative work experience, work-study opportunities while they are enrolled in a postsecondary learning environment; and
5. To develop a technical support and information provision process within the postsecondary system.

PROJECT CONSUMERS FOR CURRENT YEAR

Not applicable - Not a direct service project.

PROJECT IMPACT

Disability Categories

Not applicable - Not a direct service project.

Related Developmental Training for Targeted Audiences:

Participants

Not applicable

COMMUNITY COLLEGE CAREER SUCCESS PROJECT FOR YOUNG ADULTS WITH MILD DISABILITIES

Project Title:
Community College Career Success
Project for Young Adults with
Mild Disabilities

Project Director:
John Emerson/Debra Zawada

Project Coordinator:

Contact Person:
John Emerson/Debra Zawada

Mailing Address:
Washington Research Institute
180 Nickerson Street, Suite 103
Seattle, WA 98109

Telephone #: 206-285-9317

Fax #: 206-285-1523

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10032

Transition Institute #: 296

Project Start Date: 9/1/91

Project End Date: 8/31/94

Region: 6

Geographic Area Served:
Metropolitan Area (cities and
surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

To provide students 18-21 years old with mild disabilities, community college and community based job exploration, training and placement services.

Expected Outcomes:

1. analyze existing classes and disabled student services at all four community college campuses.
2. identify community based work experience and on-the-job training sites for students.
3. place a third cohort of students in campus and community based programs.
4. establish Memo of Agreement with all four campuses.
5. disseminate project information to state/evaluate through presentations and contacts.
6. students will receive community college or community-based training that results in full time paid employment with health related benefits.
7. the program will become fully funded by the Seattle School District upon termination of federal funding.

Approach Used to Reach Expected Outcome

This project will establish a multidisciplinary guidance team at each of four Seattle Community Colleges to review student referrals and make program recommendations. Outreach effort will include meeting with all high school juniors and seniors, mailings to parents, working with all secondary teachers and arranging visitations to community college campuses. The project director will work closely with the disabled student coordinator at each campus to arrange staff development activities.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 14 Female: 13

Ethnicity of Target Population:

Black/African-American, Hispanic, Pacific/Native Hawaiian, White

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PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	1	18-Adult
Mental Retardation	7	18-Adult
Cerebral Palsy	2	18-Adult
Other Physical Disability	1	18-Adult
Specific Learning Disability	29	18-Adult

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Education Personnel	10
Employers	10
Special Education Personnel	25

CAREER PLACEMENT OPPORTUNITIES FOR STUDENTS WITH DISABILITIES IN POSTSECONDARY EDUCATION

Project Title:
Career Placement Opportunities
for Students with Disabilities in
Postsecondary Education

Project Director:
Forest M. Amsden

Project Coordinator:
Kelley Horsman

Contact Person:
Kelley Horsman

Mailing Address:
Eastern Washington University
Disabled Student Services MS #180
Cheney, WA 99004

Telephone #: 509-359-6857

Fax #: 509-359-6185

E-Mail: KHORSMAN%EWUVMS.

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C10015

Transition Institute #: 302

Project Start Date: 8/15/91

Project End Date: 8/14/94

Region: 6

Geographic Service Delivery Area:
County

SpecialNet User ID #: N/A

Project Purpose:

The purpose of this project is to increase retention to graduation and then appropriate job placement following graduation of students with disabilities.

Expected Outcomes:

We are expecting significant increases in the number of students with disabilities who graduate from EWU as well as an increase in the number of students with disabilities who are employed upon graduation in their major field of study.

Approach Used to Reach Expected Outcome

Activities leading to these outcomes include:

1. the development of work sites receptive to students with disabilities. Students are placed at these sites as interns or volunteers.
2. University faculty and staff are being trained by grant personnel to better meet the needs of students with disabilities. Curricula, in the form of video tapes and training manuals, are being developed to support these activities.

3. Students are being taught job search strategies both one on one and in groups including but not limited to: assessing skills, resume writing, networking, interviewing and effective self disclosure of a disability.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male: 12 Female: 25

Ethnicity of Target Population:

Black/African-American, White, Multi-ethnic

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Serious Emotional Disturbance	3	Adult
Visual Impairment Including Blindness	10	Adult
Hearing Impairment (NOT including deafness)	3	Adult
Multiple Disabilities	8	Adult
Cerebral Palsy	4	Adult
Spinal Cord Injury	2	Adult
Other Physical Disability	16	Adult
Specific Learning Disability	6	Adult
Language Disorder	2	Adult
Not Specified	5	Adult

*Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Employers	50 (prior year)

* According to prior records 1,200 staff and faculty received training on disability related issues. Faculty and staff training for this project year will be conducted when the production of three training videos is complete.

Barriers to Project Implementation

It was the project's goal to place 90% of all students with disabilities, with 80% related to their college program or interest within six months of graduation. This goal is not realistic in the current economy. EWU Placement Office data indicate that over all approximately 50% of the Eastern students obtained employment in a career related field during the funding period.

CAREER APPRENTICESHIP FOR POSTSECONDARY EDUCATION

Project Title:
Career Apprenticeship for Postsecondary Education

Project Director:
Joseph J. Stowitschek

Project Coordinator:
MaryJo Trifini

Contact Person:
Joseph J. Stowitschek

Mailing Address:
University of Washington
Experimental Education Unit
WJ-10
Seattle, WA 98195

Telephone #: 206-543-4011

Fax #: 206-543-8480

E-Mail: trifini@u.washington.edu

Competition #: 84.078C (Postsecondary Demonstration Project)

Federal Grant #: H078C20027

Transition Institute #: 329

Project Start Date: 11/1/92

Project End Date: 10/31/95

Region: 6

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

Develop, demonstrate, test, and disseminate a five-way partnership model for enhancing the career placement success of students with educational disabilities in community colleges and four-year colleges and universities.

Expected Outcomes:

A model of cooperative partnership will be implemented statewide. This model will focus on (1) problem awareness, (2) job development, (3) progressive apprenticeships, (4) job support, and (5) cooperative programming. This complete package will improve the potential for individuals with educational disabilities to learn skills that will lead to obtaining career-oriented employment.

Approach Used to Reach Expected Outcome

Planning and development will consist of a series of interview and on-site observations of a sample of the community and technical colleges, and four-year colleges and universities in Washington State. This will be completed in conjunction with a steering group composed of career placement and cooperative education specialists, disabled student services specialists, employment support services, student representatives, and employers. Elements of the model will be implemented on a trial basis and problem awareness workshops will be conducted statewide.

PROJECT CONSUMERS FOR CURRENT YEAR

Not applicable - Not a direct service project.

PROJECT IMPACT

Disability Categories

Not applicable - Not a direct service project.

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Education Personnel	100+
Employers	10-100
Vocational Educators	20-100
State Education Service Delivery System	30-50

CAREER ACCESS (CAREER PLACEMENT OPPORTUNITIES FOR INDIVIDUALS WITH DISABILITIES)

Project Title:
Career Access (Career Placement Opportunities for Individuals with Disabilities)

Project Director:
Joyce Oates

Project Coordinator:
Joyce Oates

Contact Person:
Joyce Oates

Mailing Address:
Columbia Basin College
2600 N. 20th Avenue
Pasco, WA 99301

Telephone #: 509-547-0511, Ext. 426

Fax #: 509-563-1401

E-Mail: N/A

Competition #: 84.078C
(Postsecondary Demonstration Project)

Federal Grant #: H078C30056

Transition Institute #: 357

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 6

Geographic Service Delivery Area:
Urbanized Area (cities and surrounding areas of 50,000-100,000)

SpecialNet User ID #: N/A

Project Purpose:

The Columbia Basin College Career Placement Opportunities for Students with Disabilities project proposes to enhance the role and capacity of the college's career placement office to arrange pre-employment opportunities and subsequent employment placements in integrated settings for students with disabilities. While Columbia Basin College is committed to meeting the needs of all student populations, evidence shows that students with disabilities are not achieving the levels of vocational and employment success of which they are capable.

Expected Outcomes:

Successful implementation of the CBC Career Placement Opportunities project will result in:

1. Increased and continued awareness on campus and in the community of the needs and abilities of students with disabilities;
2. Increased visibility of students with disabilities in the college's career placement office;
3. Increased understanding and acceptance of individuals with disabilities in the classroom and on the worksite;

4. Elimination of biased and discriminatory work experience criteria prohibiting the participation of students with disabilities;
5. Expanded work experience opportunities for students with disabilities;
6. Increased understanding by students with disabilities of their vocational strengths and possible career options;
7. Increased skills required for students with disabilities to be successful employees;
8. Increased successful job placements for students with disabilities after they graduate.

Approach Used to Reach Expected Outcome

The activities presented in this proposal include:

1. developing inservice training and orientation programs for the college's faculty, staff and administration, and to ensure these programs become an integral part of the college's orientation program;
2. coordinating campus-based career opportunities for persons with disabilities with the college's placement office, employers, and other representatives of industry;
3. increasing job placements for students with disabilities by forming and continuing cooperative agreements with local agencies, organizations and businesses;
4. enhancing the career experiences of students with disabilities so that they will be more competitive with their nondisabled peers upon entering the job market; and
5. providing technical assistance and information on program and work accessibility and accommodations.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 50.

ESTIMATED PROJECT IMPACT

Disability Categories

Serious Emotional Disturbance
Visual Impairment Including Blindness
Deafness
Hearing Impairment (NOT including deafness)
Multiple Disabilities
Cerebral Palsy
Spina Bifida
Spinal Cord Injury
Other Physical Disability
AIDS or AIDS Complex
Cancer
Epilepsy
Specific Learning Disability

Note: Any disability will qualify for this program.

Related Developmental Training for Targeted Audiences:

Participants

Education Personnel
Employers
State Education Service Delivery System

RETRIEVE

Project Title:
RETRIEVE

Project Director:
Betsy Bounds

Project Coordinator:
Patricia Treeful

Contact Person:
Patricia Treeful/Betsy Bounds

Mailing Address:
Tucson Unified School District
Department of Exceptional Education
1010 E. 10th Street
Tucson, AZ 85719

Telephone #: 602-298-2585

Fax #: 602-882-2422

E-Mail: N/A

Competition #: 84.158D
(Youths with Disabilities Who Have Dropped out of School Project)

Federal Grant #: H158D30024

Transition Institute #: 364

Project Start Date: 10/15/93

Project End Date: 10/14/96

Region: 6

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: TUSD.Trans

Project Purpose:

Tucson Unified School District (TUSD) proposes to develop and implement an innovative model to identify, recruit, train and place students who have dropped out of school in the categories of learning disabled (LD) and serious emotionally disabled (SED). The purpose of Project RETRIEVE (ReEntry TRaining In Employment and Vocational Education) is to develop and implement a re-entry curriculum that utilizes a unique curriculum management and assessment approach that focuses on functional skills needed to live and work in the community.

Expected Outcomes:

1. Completion of high school program
2. Improved self-esteem
3. Improved employability skills
4. Completion of vocational/technological training program and/or work experience
5. Parents will be involved in supporting students
6. Achievement of vocational skill standards by students
7. Successful transition and employment

Approach Used to Reach Expected Outcome

1. Follow-up support
2. Case management approach
3. Teaching skills for self-determination
4. Utilization of peer mentors/supports
5. Assessment and teaching of skills to promote literacy in the workplace
6. Family support
7. Development of pre-entry functional basic skills curriculum
8. Interagency collaboration
9. Employer incentives

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct services to persons with disabilities. Estimated number of individuals to be served during first year of funding: 35.

ESTIMATED PROJECT IMPACT

Disability Categories

Serious Emotional Disturbance
Dropouts
Specific Learning Disability

Related Developmental Training for Targeted Audiences:

Participants

Child/Individual with Special Needs
Job Coaches
Special Education Personnel
Local Education Service Delivery System

PREP-PERSONALIZED RECOVERY EDUCATION PROGRAM

Project Title:
PREP-Personalized Recovery
Education Program

Project Director:
Devi Jameson

Project Coordinator:
Devi Jameson

Contact Person:
Devi Jameson

Mailing Address:
West Contra Costa Unified School District
Transition Department
2465 Dolan Way
San Pablo, CA 94806

Telephone #: 510-741-2835

Fax #: 510-741-2860

E-Mail: N/A

Competition #: 84.158D
(Youths With Disabilities Who Have
Dropped Out of School Project)

Federal Grant #: H158D3001?

Transition Institute #: 365

Project Start Date: 7/1/93

Project End Date: 6/30/96

Region: 6

Geographic Service Delivery Area:
Metropolitan Area (cities and
surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

To develop and implement an outreach program identifying and recruiting former students who have dropped and who have been reported to the State as "status unknown." Interventions will be determined on an individual basis.

Model demonstration project to identify, recruit, train and place students with disabilities who have dropped out of school.

Expected Outcomes:

1. To teach students how to become independent, self-empowered, and confident in their ability to make choices that will benefit themselves.
2. To provide students the opportunity for continued education.
3. To provide students with all the skills necessary to become employable and to be employed.
4. To provide students with the skills necessary to become self-empowered and to be their own advocates.

Approach Used to Reach Expected Outcome

1. Develop an individual transition plan for each student.

2. Provide strong counseling intervention program.
3. Offer the most appropriate independent living skills curriculum for each participant.
4. To initiate an intensive drug prevention and gang affiliations program to reduce abuse and criminal related problems.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct services to persons with disabilities. Estimated number of individuals to be served during first year of funding: Information not available.

ESTIMATED PROJECT IMPACT

Disability Categories

Dropouts
Economically Disadvantaged
Specific Learning Disability

Related Developmental Training for Targeted Audiences:

Participants

Child/Individual with Special Needs
Parents
Family Members other than parents
Community Health Service Delivery System
Community Mental Health Service Delivery System
Community Recreation Service Delivery System
Community Social Services Service Delivery System
Interagency Coordinating Council
Local Education Service Delivery System
State Development Disabilities Service Delivery System
State Education Service Delivery System
State Health Service Delivery System
State Human Service Delivery System
State Mental Health Service Delivery System
State Rehabilitation Service Delivery System
Other Service Delivery System Service Delivery System

DEMONSTRATION OF A COLLABORATIVE MODEL TO IMPROVE TRANSITION OUTCOMES OF YOUTHS WITH DISABILITIES WHO HAVE DROPPED OUT OF SCHOOL/PROJECT ADVANCE

Project Title:
Demonstration of a Collaborative Model to Improve Transition Outcomes of Youths with Disabilities Who Have Dropped Out of School/PROJECT ADVANCE

Project Director:
Dr. Ronald James

Project Coordinator:
Dr. Weol Soon Kim-Rupnow

Contact Person:
Dr. Weol Soon Kim-Rupnow

Mailing Address:
Hawaii University Affiliated Program
1776 University Ave., UA 4-6
Honolulu, HI 96822

Telephone #: 808-956-5048

Fax #: 808-956-5713

E-Mail: N/A

Competition #: 84.158D
(Youths With Disabilities Who Have Dropped Out of School Project)

Federal Grant #: H158D30015

Transition Institute #: 366

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 6

Geographic Service Delivery Area:
State of Hawaii

SpecialNet User ID #: N/A

Project Purpose:

The purpose of PROJECT ADVANCE is to develop and demonstrate a model for improved transition of youths with disabilities who have already dropped out of school. Beginning October of 1993 and continuing through September of 1996, the project will consist of three phases: (1) Research and development; (2) Demonstration and evaluation; and (3) Dissemination, replication, and institutionalization.

Expected Outcomes:

The expected outcomes of the Project ADVANCE include: (1) working agreements and procedures for school, adult service providers, and others who influence transition outcomes; (2) a demonstrated model that can be adapted easily to rural and urban settings; (3) a model that includes and builds on features of existing programs (e.g., Work Hawaii, Projects with Industry); (4) risk profiles for students at the intermediate and high school levels; (5) curricula and strategies for "re-engaging" youths who have already dropped out; and (6) successful model program completion by at least 75% of the participants.

Approach Used to Reach Expected Outcome

During the first phase, project activity will focus on two major sets of activities. The first is an in-depth follow-up study of school dropouts (ages 13-24) who were classified as individuals with disabilities while in school. The results of this study will be translated into: (1) risk-profiling to assist intermediate and high schools to identify and initiate dropout prevention strategies; (2) program planning for interventions to assist youths with disabilities who have already dropped out of school; and (3) identification and recruitment of individuals for the demonstration and control group samples. The second set of activities will be focused on establishing school/community teams in two communities that will serve as demonstration sites.

During the second phase of the project, the model will be implemented and evaluated. The model will consist of two components: (1) Curriculum and related strategies to engage targeted youths in a program that will enhance their employability, motivation to pursue continued personal growth, and capacity to participate as fully included members of the community; and (2) the case management and conferencing process designed to maintain contact with and coordinate any subsequent services provided for the youths, once they have completed the model intervention program.

During the third phase of the project, three sets of activities will be pursued: (1) Continuation of the model implementation, with revisions based on Year 2 process and impact evaluations; (2) dissemination of products, including a replication guide for use of the model in other communities within Hawaii as well as in one or more other states; and (3) planning for incorporation of demonstrated project innovations into the policies and practices of all participating agencies.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct services to persons with disabilities. Estimated number of individuals to be served during first year of funding: Information not available.

ESTIMATED PROJECT IMPACT

Disability Categories

Dropouts

Related Developmental Training for Targeted Audiences:

Participants

New project—Information not yet available.

INCREASING SKILLS NECESSARY FOR SELF-DETERMINATION THROUGH VIDEO-BASED PERSONAL FUTURES PLANNING

Project Title:
Increasing Skills Necessary for
Self-Determination Through Video-
Based Personal Futures Planning

Project Director:
John Micks, Ph.D.

Project Coordinator:
Kathy Ben

Contact Person:
Kathy Ben/John Micks

Mailing Address:
Center for Human Development: UAP
2330 Nichols Street
Anchorage, AK 99508

Telephone #: 907-274-6814
907-272-8270

Fax #: 907-274-4802

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K30024

Transition Institute #: 370

Project Start Date: 9/1/93

Project End Date: 8/31/96

Region: 6

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 50,000-100,000+)

SpecialNet User ID #: N/A

Project Purpose:

To develop, implement and adapt activities and curriculum in the classroom, community, and student's homes, leading to enhancement of skills necessary for self-determination.

Expected Outcomes:

Heightened awareness for students, parents, and educational staff to develop and strengthen the attitudes, behaviors, and skills associated with self-determination. For each student to develop a circle of support to create a shared vision of a more desirable future, and a personal videotape of his or her futures plan.

Development and dissemination of training videotapes on self-determination for students and families, and a curriculum guide for video-based futures planning and self-determination.

Approach Used to Reach Expected Outcome

Weekly classroom activities and lessons leading to improved self awareness, ability to set goals and plan and follow through on plans to meet goals, and better choice making and problem solving skills. Facilitating personal futures planning and follow up with students and their families; assisting students to create videotapes of chosen highlights of their futures plan; implementing videotaped self-modeling interventions as problems or behaviors arise that inhibit goal achievement; modifying futures planning process and adapting it to be more accessible and "user friendly" within the educational setting.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

(New Project)

Project will provide direct services to persons with disabilities. Estimated number of individuals to be served during first year of funding: 15.

ESTIMATED PROJECT IMPACT

Disability Categories

Developmentally Delayed

Related Developmental Training for Targeted Audiences:

Participants

Child/Individual With Special Needs
Parents
Education Personnel
Paraprofessionals
Related Services Personnel
Special Education Personnel
Vocational Educators

PROJECT PRIDE

Project Title:
Project Pride

Project Director:
Marguerite D. Harmon, M.S.

Project Coordinator:
Sharon Schirra-Layton

Contact Person:
Marguerite D. Harmon, M.S.

Mailing Address:
Community Outreach Program
for the Deaf
268 W. Adams
Tucson, AZ 85705

Telephone #: 602-792-1906

Fax #: 602-624-8968

E-Mail: 602-615-6156

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K10020

Transition Institute #: 308

Project Start Date: 10/1/91

Project End Date: 9/30/94

Region: 6

Geographic Service Delivery Area:
Region within the state of Arizona
(i.e., more than one county)

SpecialNet User ID #: N/A

Project Purpose:

The purpose of the project is to teach self-determination skills to Deaf and Hard of Hearing youth through an infused skills model in the domains of vocational, self-management culture, political, social and community living. Special consideration is given to the unique culture of Deaf persons and Native American and Hispanic cultures in the region.

Expected Outcomes:

Outcomes are expected at two levels: skills acquisition in the domain in which the student participates and an increase in self determination skills as evidenced by an increase in the exercise of preference, choice and decision making by the student. A total of 45 students will participate with 37 participating in vocational domain activities, 24 in political activities, 39 in personal activities, 40 in communication related activities, and 34 in self management activities.

Approach Used to Reach Expected Outcome

Students will be assessed in relation to their current level of self-determination or exercise of choice, preference or decision making in their lives. Students will develop personal futures plan in conjunction with their individual transition plan within their school setting. Students will be assisted in coordinating their transition plan within their educational setting. In each plan, the students will identify skills or activities in one or all of the domains utilizing such methods as mentors, peers, leadership training, workshops, cultural information, work experience, actual work, group and individual advocacy techniques, basic living skills and community living experiences as well as support and social groups. Students will acquire skills and experiences which will enhance self-determination.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 18 Female : 20

Ethnicity of Target Population:

American Indian/Native American, Asian, Black/African-American, Hispanic, Pacific/Native Hawaiian, White.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Deafness	38	13-22

Related Developmental Training for Targeted Audiences:

Participants

None

Barriers to Project Implementation

As a consumer directed organization we have confronted barriers in dealing with the education and state systems. These barriers exist at two levels—staff attitude and system rigidity.

Staff Attitude—Issues include: An overemphasis on the supervision or caretaker role of teachers, counselors and support staff in schools.
"TURF" problems—staff not wanting others to develop relationships with "their" students.
Lack of respect for student/parent perspective.
System Rigidity: "We have to" to IEPs this way. Wanting to meet minimum expectations.
Poor support for parents/students as directors of the process.

INDEPENDENCE THROUGH RESPONSIBLE CHOICES

Project Title:
Independence through Responsible Choices

Project Director:
Beverly Huff

Project Coordinator:
Linda O'Neal

Contact Person:
Beverly Huff

Mailing Address:
Irvine Unified School District
5050 Barranca Parkway
Irvine, CA 92714

Telephone #: 714-733-1345

Fax #: 714-733-1264

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K10015

Transition Institute #: 313

Project Start Date: 9/91

Project End Date: 6/94

Region: 6

Geographic Service Delivery Area:
Towns and cities of 2,500-50,000

SpecialNet User ID #:
CA.SEL.IRVINE

Project Purpose:

Participants in the project learn self determination by actively participating in self advocacy, problem solving and assertiveness by (1) awareness of community resources, (2) mentor network participation and developing person to action plan.

Expected Outcomes:

1. Make life choices
2. Unsubsidized employment
3. Postsecondary training, enrollment, and participation
4. Participation in recreation/socialization activities
5. Independent living to greatest degree possible
6. Ability to develop and implement personal action plan

Approach Used to Reach Expected Outcome

1. Self determination skills training in the classroom and community
2. Mentor network
3. Awareness of community resources
4. Parent training component
5. Personal action planning

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 33 Female : 20

Ethnicity of Target Population:

American Indian/Native American, Asian, Black/African-American, Hispanic, White, Multi-ethnic, Other.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Deafness	11	17-19
Hearing Impairment (NOT including deafness)	3	17-19
Traumatic Head Injury (including TBI)	1	17-21
Specific Learning Disability	37	17-19
Language Disorder	1	17-19

Related Developmental Training for Targeted Audiences:

Participants

None

PROJECT CAPABLE, ABLE AND DEPENDABLE (C.A.D.)

Project Title:
Project Capable, Able and Dependable (C.A.D.)

Project Director:
Devi Jameson

Project Coordinator:
Stephen Hofmann, M.S.

Contact Person:
Stephen Hofmann, M.S.

Mailing Address:
West Contra Costa Unified School District/Transition Department
2465 Dolan Way
San Pablo, CA 94806

Telephone #: 510-741-2892

Fax #: 510-741-2860

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K30014

Transition Institute #: 371

Project Start Date: 7/1/93

Project End Date: 6/30/96

Region: 6

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

The design is focusing on issues such as self-advocacy, self-motivation, self-esteem thereby gradually weaving out dependency and weaving in self-empowerment.

Expected Outcomes:

To teach youths with disabilities to learn to enhance assertiveness, creativity, self-advocacy, and decision making skills.

Approach Used to Reach Expected Outcome

We will use a multi-lateral approach to break the dependence barrier of youths with disabilities. Students will participate in committees or groups to identify issues that affect or deter self-determination.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

(New Project)

Project will provide direct service to persons with disabilities. Estimated number of individuals to be served during first year of funding: 60.

ESTIMATED PROJECT IMPACT

Disability Categories

Serious Emotional Disturbance
Visual Impairment Including Blindness
Developmentally Delayed
Economically Disadvantaged
Hearing Impairment (NOT including deafness)
Mental Retardation
Multiple Disabilities
Cerebral Palsy
Other Physical Disability
Epilepsy
Low Birth Weight
Medically Fragile
Substance Abuse Withdrawal
Technology Dependent
Specific Learning Disability
Articulation Disorder
Cleft Palate
Language Disorder

Related Developmental Training for Targeted Audiences:

Participants

Child/Individual with Special Needs
Parents
Family Members other than parents
Friends
Caregivers
Case Managers
Education Personnel
Employers
Health Professionals
Job Coaches
Paraprofessionals
Peer/Co-workers
Rehabilitation Personnel
Related Services Personnel

Special Education Personnel
Vocational Educators
Community Health Service Delivery System
Community Mental Health Service Delivery System
Community Recreation Service Delivery System
Community Social Services Service Delivery System
Interagency Coordinating Council
Local Education Service Delivery System
State Development Disabilities Service Delivery System
State Education Service Delivery System
State Health Service Delivery System
State Human Service Delivery System
State Mental Health Service Delivery System
State Rehabilitation Service Delivery System
Other Service Delivery System

SELF-DETERMINATION IN INTEGRATED SETTINGS

Project Title:
Self-Determination in Integrated Settings

Competition #: 84.158K
(Self-Determination Project)

Project Director:
Dr. Robert Stodden

Federal Grant #: H158K10034

Project Coordinator:

Transition Institute #: 312

Contact Person:

Project Start Date: 7/1/91

Mailing Address:
University of Hawaii
UAP & Department of Special Education
1776 University Avenue, UA4-6
Honolulu, HI 96822

Project End Date: 7/1/94

Region: 6

Telephone #: 808-956-5009

Geographic Service Delivery Area:
State of Hawaii

Fax #: 808-956-5713

E-Mail: N/A

SpecialNet User ID #: N/A

Project Purpose:

The project goals include:

1. To investigate the variables related to developing the skills necessary for self-determining behaviors.
2. To develop and demonstrate methods and procedures for increasing self-determining behaviors among young adults and adolescents with disabilities.
3. To evaluate the success of the project by developing self-determining skills among adolescents and their families.
4. To disseminate the project information.

Expected Outcomes:

A major outcome of the self-determination project is a classroom curriculum for high school students. The curriculum will be addressing specific skills that are necessary for an individual to live a more independent and satisfying lifestyle. The self-determination curriculum is designed to be used throughout the 4-5 years of high school. It also involves a classroom model that promotes self-determination skills and allows the curriculum to be integrated into any course subject.

Approach Used to Reach Expected Outcome

The major project activities that will lead to the expected outcomes include using the pilot curriculum and teacher and parent inservices.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 26 Female : 18

Ethnicity of Target Population:

Asian, Pacific/Native Hawaiian, White, Multi-ethnic.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Autism	1	Information not available

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	44

DEVELOPMENT OF A LIFE DECISIONS STRATEGIES CURRICULUM TO PROMOTE SELF-DETERMINATION

Project Title:
Development of a Life Decisions
Strategies Curriculum to Promote
Self-Determination

Project Director:
Ann Fullerton

Project Coordinator:
Georgie Thomas

Contact Person:
Ann Fullerton

Mailing Address:
Portland State University
Department of Special & Counselor Education
P.O. Box 751
Portland, OR 97207

Telephone #: 503-725-4254

Fax #: 503-725-5599

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20019

Transition Institute #: 316

Project Start Date: 10/1/92

Project End Date: 10/1/95

Region: 6

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+) [for classes]
State of Oregon [for workshops]

SpecialNet User ID #: N/A

Project Purpose:

To develop a high school curriculum in self-determination for students with and without disabilities. This program will include a specific emphasis on high functioning students with autism. Based on their self-study in the class, students will develop a Self-Folio as a tool for organizing the components of their life and for communicting their needs and goals to others. In addition, teachers, family members, and adult service providers will receive training in the facilitation of self-determination in students.

Expected Outcomes:

Nine high school classrooms (90+ students) and 20+ high functioning students with autism will receive training in self-determination and develop a self-portfolio to use to communicate with teachers, employers, and family members.

Teachers and education specialists (200+), adult service providers (50+), and family members (50+) will receive training in ways to facilitate and promote self-determination in students.

Products include: a high school self-determination curriculum for use in inclusionary and special education classrooms, teacher's training manual, family manual, and adult service providers manual.

Approach Used to Reach Expected Outcome

The self-determination curriculum will be developed, socially validated by an advisory committee and self-advocates, and then implemented in nine high school classrooms. The curriculum will emphasize knowing oneself in areas such as thinking, communication, decision making, self-organization, goal-setting, planning, etc. Students will produce a self-portfolio — a self-study of their interests, needs, goals, and strategies. Students will share their self-portfolios with teachers, family members, service providers, and employers of their choice. The curriculum will be evaluated by teachers, students, and family members and the student's self-portfolios will be evaluated by the advisory committee. Workshops for teachers, family members, and adult service providers will teach the skills needed to facilitate self-determination.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 24 Female : 21

Ethnicity of Target Population:

Asian, Black/African-American, White.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Autism	16	14-40
Developmentally Delayed	16	15-21
Economically Disadvantaged	32	15-21
Mental Retardation	2	15-21
Specific Learning Disability	8	15-21

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	68
Parents (No special needs)	68
Adult Service Providers	4
Related Services Personnel (Autism Specialists)	6
Special Education Personnel	8
Vocational Educators	2

ENHANCING SELF-DETERMINATION SKILLS OF YOUNG ADULTS WITH DEVELOPMENTAL DISABILITIES

Project Title:
Enhancing Self-Determination Skills of Young Adults with Developmental Disabilities

Project Director:
Elizabeth Thorin

Project Coordinator:

Contact Person:
Elizabeth Thorin

Mailing Address:
Lane County Direction Service
99 West 10th, Suite 337D
Eugene, OR 97403

Telephone #: 503-344-3707

Fax #: 503-344-3970

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K30067

Transition Institute #: 372

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 6

Geographic Service Delivery Area:
Region within the state of Oregon
(i.e., more than one county)

SpecialNet User ID #: N/A

Project Purpose:

The purpose of the project is to develop a model that includes materials and methods for enhancing opportunities for the development of self-determination skills of secondary and transition-age youth with developmental disabilities.

Expected Outcomes:

Materials, consisting of videotapes and manuals or other written materials containing strategies for enhancing self-determination, will be developed for each group of users, including students with disabilities, their teachers, parents, and case managers and other adult service providers.

Approach Used to Reach Expected Outcome

Students and adults with disabilities, their parents, teachers and case managers are taking part in focus groups, interviews and participant observation activities to define the skills and characteristics necessary for self-determination as well as the activities and experiences that lead to the development of self-determination. Materials will be developed, field-tested and revised based on the feedback from each group of participants.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR

(New Project)

Project will provide direct services to persons with disabilities. Estimated number of individuals to be served during the first year of funding: None.

ESTIMATED PROJECT IMPACT

Disability Categories

Developmentally Delayed
Mental Retardation

Related Developmental Training for Targeted Audiences:

Participants

Child/Individual with Special Needs
Parents
Adult Service Providers
Case Managers
Special Education Personnel

SELF DETERMINATION INITIATIVE

Project Title:
Self Determination Initiative

Project Director:
Chris Curry/Donna Lowary

Project Coordinator:

Contact Person:
Chris Curry/Donna Lowary

Mailing Address:
People First of Washington-Families Together
P. O. Box 648
Clarkston, WA 99403

Telephone #: 509-758-1123

Fax #: N/A

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20048

Transition Institute #: 318

Project Start Date: 10/1/92

Project End Date: 9/30/95

Region: 6

Geographic Service Delivery Area:
Rural area (places of >2,500)
Towns and cities of 2,500-50,000
Urbanized Area (cities and surrounding areas of 50,000-100,000)

SpecialNet User ID #: N/A

Project Purpose:

This project will develop a program to promote self-determination skills in youth with disabilities by developing and implementing a training program for students in secondary schools, as well as developing and implementing a concurrent training program for family members, educational staff, and other service providers. To accomplish this purpose a prototype training program will be developed by a team comprised of the project staff (adults with disabilities), educators, and service providers. The prototype training model will then be adapted and implemented by local teams at 10 secondary schools to meet the needs of their specific communities.

Expected Outcomes:

The model will be evaluated for effectiveness by using both quantitative and qualitative measures. It is expected that there will be an increase in the number of life decisions made by the students and an increase in their participation and membership on decision making bodies. It is also assumed that self-determination training is much broader in its impact, affecting a range of people (peers, family members, community people, school personnel, and service providers). This powerful qualitative dimension cannot be measured solely in quantitative measures. We expect to see through qualitative measures that families and students will state that their lives have changed, their children are different, and that they will never return to former (protected care) ways.

Approach Used to Reach Expected Outcome

Ten secondary school sites will receive training in self-determination skills. Each site will determine the needs of the people in their area and modify the training program to meet their needs. Twenty students will be served at each site along with their peers, family members, and service providers. Three one day training sessions will be conducted at each site following which the school will develop on-going self-determination training as part of the school curriculum.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 45% Female : 55%

Ethnicity of Target Population:

Black/African-American, Hispanic, Other.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Autism	1	12-17
Visual Impairment Including Blindness	1	12-17
Deafness	5	12-17
Deaf-Blindness	1	12-17
Developmentally Delayed	43	12-17
Economically Disadvantaged	25	12-17
Multiple Disabilities	10	12-17
Cerebral Palsy	5	12-17

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Child/Individual with Special Needs	67
Parents (No special needs)	122
Family Members other than parents	46
Friends	72
Adult Service Providers	16
Caregivers	10

Case Managers	4
Education Personnel	32
Community Social Services Service Delivery System	15
Local Education Service Delivery System	12
State Developmental Disabilities Service Delivery System	2

Barriers to Project Implementation

Continuation of the project during the summer months proved a challenge with teachers and families on vacation. Our project is otherwise on target with goals and objectives. The schools we have completed training continue to come to new sites for extended learning.

CURRICULUM BASED SELF-DETERMINATION PROJECT

Project Title:
Curriculum Based Self-Determination Project

Project Director:
Joseph J. Stowitschek

Project Coordinator:
Renee Nowak

Contact Person:
Joseph J. Stowitschek

Mailing Address:
University of Washington
Experimental Education Unit, WJ-10
Seattle, WA 98195

Telephone #: 206-543-4011

Fax #: 206-543-8480

E-Mail: N/A

Competition #: 84.158K
(Self-Determination Project)

Federal Grant #: H158K20038

Transition Institute #: 321

Project Start Date: 11/1/92

Project End Date: 10/31/95

Region: 6

Geographic Service Delivery Area:
Urbanized Area (cities and surrounding areas of 50,000-100,000)

SpecialNet User ID #: N/A

Project Purpose:

To develop and test a model program whereby individuals with developmental disabilities will have the opportunity to experience realistic situations calling for self-determination, and receive systematic instruction to ensure that they can capitalize on these experiences.

Expected Outcomes:

A (1) self-determination skills building model program and support system, and (2) a taxonomy of self-determination with accompanying curriculum will be developed, evaluated, and replicated. These will assist individuals with developmental disabilities to improve their assertiveness, decision-making, and interpersonal problem-solving skills, which in turn will allow them greater control in directing their own lives.

Approach Used to Reach Expected Outcome

Systematic, formal observation of individuals with and without developmental disabilities will be employed to compare the types of strategies used for self-determination and in developing the curriculum. Additionally, expert appraisal by consumers, advocates, parents, and educators will be used to determine the crucial issues concerning self-determination and the appropriateness of interventions.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 20 Female : 7

Ethnicity of Target Population:

American Indian/Native American, Asian, Black/African-American, Pacific/Native Hawaiian, White.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Autism	4	12-15
Deaf-Blindness	1	12-14
Mental Retardation	16	12-17
Cerebral Palsy	6	12-17

Related Developmental Training for Targeted Audiences:

Participants

None

Barriers to Project Implementation

Systemic barriers: Significant barriers that exist in this area include: inadequate, cursory administrative support and involvement at both school district and building levels; and, distance to participating school sites.

Approach to resolution: Building and district administrators are kept apprised of the project via written correspondence. Regular phone contact is maintained with district administrators as well.

To partially resolve the distance issue, project staff arranged for dedicated desk space and computer access in one of the participating classrooms. The staff person drives directly to this site each morning and stays until lunch period.

Collaboration barriers: Significant barriers that exist in this area include: follow through on agreed upon classroom activities on the part of project collaborators; and, inadequate initiation and follow through on agreed upon contractual activities on the part of collaborating advocacy group.

Approach to resolution. Implementation and maintenance of weekly project "Development Team" meeting that includes participating teachers and teacher aides. One of the outcomes of this meeting is a weekly implementation schedule for each classroom (developed by each teacher). Summarized data showing the actual implementation of planned instruction from the previous week is reviewed at this meeting. Project staff also arrange with each teacher for classroom support and consultation visits for the week. In addition, district project monies were used to hire a resident project staff person who works with classroom staff to organize and plan curricular instruction.

In regard to the facilitation of advocacy group activities, project staff maintain bi-weekly meetings with advocacy group representatives to discuss plans and activities. Project staff also made several visits to weekly advocacy group activities to assist in their design and implementation.

Skills barriers. Insufficient organizational and instructional skills on the part of collaborating teachers, teacher aides, and advocacy group personnel.

Approach to resolution. In an effort to resolve this problem, project staff arranged to have a permanent desk and workspace made available at one of the participating classrooms (the one that is centrally located between the other two sites). While on site, the project staff person works with classroom staff to role-play and implement the project related instructional episodes; this includes model/imitation cycles, direct feedback, pre-planned activities, and review.

Also, district project monies were used to hire a resident project staff person who works with classroom staff to properly implement curricular instruction.

ORANGE COUNTY MENTOR PROJECT

Project Title:
Orange County Mentor Project

Project Director:
Steve Zivolich

Project Coordinator:
Linda Seppala

Contact Person:
Linda Seppala

Mailing Address:
Integrated Resources Institute
18552 MacArthur Blvd., Ste. 208
Irvine, CA 92715

Telephone #: 714-851-7723

Fax #: 714-251-0205

E-Mail: N/A

Competition #: 84.158P
(Research Projects on the Transition
of Special Populations)

Federal Grant #: H159P30002

Transition Institute #: 376

Project Start Date: 10/1/93

Project End Date: 9/30/96

Region: 6

Geographic Service Delivery Area:
County

SpecialNet User ID #: N/A

Project Purpose:

The purpose of the Orange County Mentor Project is to research innovative natural support services to youth with severe disabilities, targeting participants with severe physical disabilities, and serious emotional disturbance.

Expected Outcomes:

Expected outcome for the project is to transition 50 youth with severe disabilities into employment utilizing an innovative natural support approach.

Approach Used to Reach Expected Outcome

1. Job development strategies and natural support strategies training to involved school staff and adult provider agencies.
2. Consultation and support to participating employers.
3. Employment support to the identified 50 participants.
4. Outcome based evaluation system.

ESTIMATED PROJECT CONSUMERS FOR CURRENT YEAR
(New Project)

Project will provide direct services to persons with disabilities. Estimated number of individuals to be served during first year of funding: 10.

ESTIMATED PROJECT IMPACT

Disability Categories

Serious Emotional Disturbance
Cerebral Palsy
Spina Bifida
Spinal Cord Injury
Other Physical Disability
Traumatic Head Injury (Including TBI)

Related Developmental Training for Targeted Audiences:

Participants

None provided.

BUILDING BRIDGES TO ADULTHOOD PROJECT

Project Title:
Building Bridges to Adulthood Project

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Project Director:
Robert A. Stodden

Federal Grant #: H158P10005

Project Coordinator:
David W. Leake

Transition Institute #: 279

Contact Person:
David W. Leake

Project Start Date: 9/30/91

Mailing Address:
University of Hawaii at Monoa
Hawaii Univerisity Affiliated Program
1776 University Ave., UA4-6
Honolulu, HI 96822

Project End Date: 9/30/94

Region: 6

Telephone #: 808-956-9428

Fax #: 808-956-5713

Geographic Service Delivery Area:
State of Hawaii

E-Mail:
LEAKE@UHUNIX.UHCC.HAWAII.EDU

SpecialNet User ID #: N/A

Project Purpose:

Improve post-school outcomes for youths with SED—their transition should be into socially valued settings such as employment or further education, rather than the streets, prison, or in front of television.

Expected Outcomes:

High schools, youth-oriented non-profit agencies, and public social welfare agencies will increase their collaboration on behalf of youths with SED. They will begin to develop programs that stress the self-determination and empowerment of youths with SED and their families, and support them in developing the vocational and social skills needed for success as adults.

Approach Used to Reach Expected Outcome

1. Research: (a) questionnaire survey of 900 direct service providers, (b) semi-structured interviews of youths and parents, (c) post-school tracking of youths with SED.
2. Demonstration projects: personal futures planning.
3. Legislative action: resolution for Child/Adolescent and Adult Mental Health Divisions to collaboratively create written policy guiding transition to adult services.

PROJECT CONSUMERS FOR CURRENT YEAR

Not applicable - Not a direct service project.

PROJECT IMPACT

Disability Categories

Not applicable - Not a direct service project.

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Education Personnel	5
Special Education Personnel	15

Barriers to Project Implementation

Establishment of school-based teams hampered by difficulty getting stakeholders together for a significant period of time. Interagency collaboration is minimal.

TRANSFERRING ASSISTIVE COMMUNICATION TECHNOLOGY TO INTEGRATED POSTSECONDARY SETTINGS FOR INDIVIDUALS WITH SEVERE PHYSICAL DISABILITIES

Project Title:
Transferring Assistive Communication Technology to Integrated Postsecondary Settings for Individuals with Severe Physical Disabilities

Project Director:
Charity Rowland

Project Coordinator:
Philip Schweigert

Contact Person:
Charity Rowland

Mailing Address:
Washington State University
Portland Projects
1818 S.E. Division
Portland, OR 97202

Telephone #: 503-232-9154

Fax #: 503-232-6423

E-Mail: Rowland@Vancouver.wsu.edu

Competition #: 84.158P
(Research Projects on the Transition of Special Populations)

Federal Grant #: H158P30013

Transition Institute #: 325

Project Start Date: 10/1/92

Project End Date: 9/30/95

Region: 6

Geographic Service Delivery Area:
Metropolitan Area (cities and surrounding areas of 100,000+)

SpecialNet User ID #: N/A

Project Purpose:

This project is designed to develop simple and effective mechanisms for assuring that the assistive communication needs of individuals with physical disabilities are met as they transition into integrated adult settings.

Expected Outcomes:

1. Increase in Goodness-of-Fit-Index between client and specific environments.
2. Increase in social validation scores for both clients and peers/employers/co-workers in specific environments.
3. Stability of placements in specific environments.

Approach Used to Reach Expected Outcome

An ecological inventory will be developed to analyze (a) the need for communicative competencies on the part of the client, (b) the degree of material and social support necessary to foster communicative competency in specific adult environments and

(c) the level of awareness and commitment that exists in adult environments to allow and encourage communication. Intervention will focus on (a) the clients' communication skills, (b) the client's communication system and (c) the adult environment.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Male : 12 Female : 7

Ethnicity of Target Population:

Black/African-American, Hispanic, White.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range
Multiple Disabilities	19	16-21

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Adult Service Providers	4
Caregivers	10
Employers	3
Paraprofessionals	14
Rehabilitation Personnel	1
Related Services Personnel	6
Special Education Personnel	9

Barriers to Project Implementation

Below are the most pressing issues or concerns that have been generated by our experiences with transition-age students who have orthopedic impairments and use alternative communication systems.

- Lack of tracking systems for students who have graduated from school makes it extremely difficult to identify the target population.
- Lack of post-secondary programs for target population. Many individuals have no day program at all after graduation from high school.

- Difficulty in getting high school staff together with adult service staff prior to or during transition. Necessary information about student's abilities and needs does not reach adult service staff.
- Ability of individual to communicate (the focus of our project) is not considered a priority by staff in work, community or residential settings.
- Related services, such as speech-language services, are not readily accessible in post-secondary settings.
- Reduced school budgets are limiting resources for providing work/community experiences to students prior to transition.

PROJECT ACTT: ARIZONA COMMUNITY TRANSITION TEAMS

Project Title:
Project ACTT: Arizona Community Transition Teams

Project Director:
Laura L. Love

Project Coordinator:
Michael S. Shafer

Contact Person:
Laura Love

Mailing Address:
Arizona Department of Education
Special Education Section
Transition Program
1535 West Jefferson
Phoenix, AZ 85007

Telephone #: 602-542-3184

Fax #: N/A

E-Mail: N/A

Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q10026

Transition Institute #: 288

Project Start Date: 10/1/91

Project End Date: 9/30/94

Region: 6

Geographic Service Delivery Area:
State of Arizona

SpecialNet User ID #: N/A

Project Purpose:

To enhance the capacity of selected communities to provide a comprehensive transition planning process for all secondary special education students through the development and support of Local Community Transition Teams which design and implement community action plans designed to ameliorate locally identified barriers to effective transition from school to adult life.

Expected Outcomes:

During the project the following benefits are expected:

1. 15-18 Local Community Transition Teams will be developed, sustained, and supported.
2. An Individualized Transition Planning Process will be developed and implemented in LCTT communities.
3. Leadership Institutes will be conducted for the 15-18 LCTT Team Leaders, resulting in improvements in their leadership and training skills.
4. A total of 15 topical resource packets on transition planning and services will be developed and disseminated statewide.
5. Teachers, school administrators, parents, individuals with disabilities, and adult service agency representatives will enjoy greater access to resource material and experts in transition through the development of a resource network to be developed and managed.

Approach Used to Reach Expected Outcome

Replicating the Community Transition Team Model developed by Halpern and Benz, the general purpose of Local Community Transition Teams is to identify local needs and gaps in service programs, policies or procedures which impede youth with disabilities from achieving locally valued outcomes and opportunities. Once identified, the function of the LCTTs is to develop and implement locally-based systems change strategies for ameliorating the identified needs. These teams, comprised of parents, educators, and adult agency representatives, are provided with technical assistance and financial support throughout the project. The project will also develop and assist local communities in the implementation of an Individualized Transition Planning process for all secondary special education youth with LCTT communities. A third objective is the development of a variety of technical assistance resources for local communities to draw upon as they implement transition planning. A "train-the-trainer" model will be developed, using LCTT Team Leaders to facilitate the development of LCTTs in other localities. Team leaders also participate in semi-annual leadership development institutes.

PROJECT CONSUMERS FOR CURRENT YEAR

Number of Consumers Served by Gender:

Information not available.

Ethnicity of Target Population:

Information not available.

PROJECT IMPACT

Disability Categories	Number of Individuals Served to Date	Age Range

Information not available.

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date

Information not available.

THE CAREER LADDER PROGRAM: A REPLICATION PROJECT FOR MULTIDISTRICT OUTREACH

Project Title:
The Career Ladder Program:
A Replication Project for
Multidistrict Outreach

Project Director:
Dr. Shepherd Siegel

Project Coordinator:
Karen Greener

Contact Person:
Karen Greener (main office)
Dr. Siegel (technical info)

Mailing Address:
46 Day Street
San Francisco, CA 94110

Dr. Siegel
Puget Sound E.S.D.
King County Vocational/Special
Education Cooperative
400 SW 152nd St.
Burien, WA 98166-2209

Telephone #:
415-285-7979 (California)
206-439-6909 (Washington)

Fax #: N/A

E-Mail: N/A

Competition #: 84.158Q
(Multi-District Outreach Project)

Federal Grant #: H158Q10040

Transition Institute #: 287

Project Start Date: 11-1-91

Project End Date: 10-31-94

Region: 6

Geographic Service Delivery Area:
More than one state

SpecialNet User ID #: N/A

Project Purpose:

To successfully replicate the Career Ladder Program throughout California, Washington, and other states, at the local education agency level by carefully adhering to the model's six principles and basic format.

Expected Outcomes:

Several school districts will adopt, in whole or part, the six principles that drive the success of the Career Ladder Program. Improved vocational training, integration, interagency coordination and follow-along will create the outcomes of higher employment, benefits, schooling and other quality-of-life indicators for students exiting the participating school districts.

Approach Used to Reach Expected Outcome

Inservice
Team-Building
Program Design
Task Force Participation
Site (employer-sponsored community classrooms) Development
Consultation

PROJECT CONSUMERS FOR CURRENT YEAR

Not applicable - Not a direct service project.

PROJECT IMPACT

Disability Categories

Not applicable - Not a direct service project.

Related Developmental Training for Targeted Audiences:

Participants	Number of Individuals Participating to Date
Parents (No special needs)	100
Family Members other than parents	100
Friends	100
Adult Service Providers	50
Case Managers	100
Employers	50
Job Coaches	75
Rehabilitation Personnel	150
Special Education Personnel	200
Vocational Educators	100
Community Mental Health Service Delivery System	20
State Education Health Service Delivery System	30
State Rehabilitation Health Service Delivery System	30

Barriers to Project Implementation

1. Many districts lack the resources necessary for them to participate in the training: release time, recruiting all the team members (Voc. Rehab., Employers, Parents, etc.).
2. The main barrier is unclear missions that make it difficult for administrators to order priorities and take decisive actions.
3. Actual implementation is not a "package". It takes a major commitment to manage resources and truly commit to having students work in the community.

EXPIRED PROJECT PROFILES IN REGION VI

Three projects expired during 1993 in Region VI, the Western region. Only one of these projects returned an expired project survey. The following is a summary of continuation activities, project components being continued, and project products for this project.

FOCUS OF CONTINUATION ACTIVITIES

This project described the focus of its continuation activities after the expiration of federal funding. These efforts include expansion of employment placement and training to cover an entire school district

PROJECT COMPONENTS BEING CONTINUED

The project identified specific components or activities that will continue despite the lapse of federal funding. These include extending collaborative employment placement and training and extending the working team.

PROJECT PRODUCTS

The project listed products developed during its funding period: project developed instruments, journal articles/monographs, video productions, training manual, and parent handbook.

THE HEALTHY LIVING PROGRAM

Project Title:
The Healthy Living Program

Competition #: 84.078C
(Postsecondary Demonstration Project)

Contact Person:
Phoebe Sharaf

Transition Institute #: 251

Mailing Address:
Senior Health and Peer Counseling Center
2125 Arizona Avenue
Santa Monica, CA 90404

Project End Date: 6/30/93

Region: 6

Telephone #: 213-829-4715

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued
Information not available

Project Products:
Information not available

TRAINING AND EMPLOYMENT MODEL PROJECT FOR YOUTH WITH DISABILITIES

Project Title:
Training and Employment Model Project for Youth with Disabilities

Competition #: 84.158N
(Training and Employment Project)

Contact Person:
R. A. Stodden/William W. Woolcock

Transition Institute #: 265

Mailing Address:
University of Hawaii
Hawaii UAP
211 Wist, 1776 University
Honolulu, HI 96822

Project End Date: 7/09/93

Region: 6

Telephone #: 808-956-5009

Current Focus of Project Continuation Activities:

Collaborative Employment Placement and Training has been extended to cover entire Honolulu School District. Strategies piloted in 84.158N have been extended to paid supported employment in RSA 84.128A and 84.235C.

Project Components Being Continued

1. Program Component: Collaborative employment placement and training extended to Honolulu School District via RSA 84.235C.
   Administering Agency: HUAP/Honolulu School District.
   Agency Contact Person: W. Woolcock, HUAP, 808-956-5711 / Rene Nishikawa, Honolulu School District, 808-737-5694..

2. Program Component: Working team extended to Honolulu and Central School Districts via RSA 84.128A and 84.235C.
   Administering Agency: HUAP/Honolulu and Central School Districts.
   Agency Contact Person: W. Woolcock and D. Rountree, HUAP, 808-956-5711 and Rene Nishikawa, Honolulu School District, 808-737-5694 / Toyie Yonemoto, Central School District, 808-423-0795.

Project Products:

Project Developed Instruments:
Woolcock, W. W. (1992). Co-Workers: A guide for helping new workers get used to their jobs. Honolulu, HI: Hawaii University Affiliated Program.

Journal Articles/Monographs:

Woolcock, W. W. (1993). Collaborative employment placement and training: A structure to support the employment of persons with severe disabilities. Resources in Education, Educational Resources Information Center-Council for Exceptional Children (ERIC-CEC).

Woolcock, W. W., Stodden, R. A., & Bisconer, S. W. (1992). Chapter 12: Process and outcome focused decision making. In F. R. Rusch, L. DeStefano, J. Chadsey-Rusch, L. A. Phelps, and E. Symanski (Eds.), Transition from school to adult life: Models, linkages, and policy (pp. 219-244). Sycamore, IL: Sycamore Publishing Co.

Artesani, A. J., Itkonen, T., Fryxell, D., & Woolcock, W. W. (In press). Chapter 1: Community instruction. In W. W. Woolcock & J. W. Domaracki (Eds.), Instructional strategies in the community: A resource guide for community instruction for persons with disabilities. Andover, MA: Andover Medical Publishers.

Domaracki, J. W., & Woolcock, W. W. (In press). Chapter 10: Generalizing and maintaining community skills and behaviors. In W. W. Woolcock & J. W. Domaracki (Eds.), Instructional strategies in the community: A resource guide for community instruction for persons with disabilities. Andover, MA: Andover Medical Publishers.

Woolcock, W. W., & Artesani, A. J. (In press). Chapter 5: Instructional analysis: Sequences of community tasks. In W. W. Woolcock & J. W. Domaracki (Eds.), Instructional strategies in the community: A resource guide for community instruction for persons with disabilities. Andover, MA: Andover Medical Publishers.

Woolcock, W. W. (In press). Chapter 11: Natural supports in the community. In W. W. Woolcock & J. W. Domaracki (Eds.), Instructional strategies in the community: A resource guide for community instruction for persons with disabilities. Andover, MA: Andover Medical Publishers.

Training Manual:

Meighen, P. (1993). Employer training mini modules. Unpublished manuscript, Honolulu: Hawaii UAP.

Parent Handbook:

Horwath, A. (1993). Integrating a family focus within a University Affiliated Program. Unpublished manuscript, Honolulu: Hawaii UAP.

Video Tape:

Woolcock, W. W.., & Liu, J. (1993). TEMP/Kalani project videotape, Honolulu: Hawaii UAP.

Horwath, A., & Banks, S. (1993). Family focus. Videotape, Honolulu: Hawaii UAP.

Horwath, A., & Banks, S. (1993). Roosevelt video. Videotape, Honolulu: Hawaii UAP.

Products available upon request from:

Hawaii UAP
UA 4-6
1776 University
University of Hawaii
Honolulu, HI 96822

COMMUNITY CONNECTIONS

Project Title:
Community Connections

Contact Person:
Gina Gross

Mailing Address:
Center for Community
P. O. Box 328
Vashon, WA 98070

Telephone #: 206-463-3666

Competition #: 84.158S
(Family Networking Project)

Transition Institute #: 276

Project End Date: 6/93

Region: 6

Current Focus of Project Continuation Activities:
Information not available

Project Components Being Continued
Information not available

Project Products:
Information not available

INDEXES

The following indexes serve as keys to specific characteristics of the Transition Projects: Competition, Disabilities, Location, Key Project Personnel, Titles of Model Demonstration Projects Identifying Barriers to Project Implementation, and Titles of Active and Expired Projects.

Identification numbers represent page numbers.

COMPETITION*

84.078C - (31), 53-68, 95-98, 109-115, 139, 140, 149-172, 183, 184, 191-222, 247-262, 287, 295-314, 357

84.158D - (35), 69-78, 116-121, 263-265, 315-320

84.158K - (39), 79-85, 122-125, 141, 142, 185, 186, 223-227, 237, 238, 266-272, 321-342

84.158N - (39), 99-101, 143, 144, 239, 240, 288-290, 358

84.158P - (41), 86-91, 126-131, 173, 228-230, 277-283, 343-349

84.158Q - (43), 132-136, 175-179, 231-234, 350-354

84.158S - (45), 102, 103, 241, 360

*Number in parentheses is the page number for the Competition Profile.

DISABILITIES

AIDS or AIDS Complex - 115, 208, 211, 221, 251, 297, 313

All Categories - 260

Articulation Disorder - 80, 166, 192, 208, 221, 264, 300, 328

Asthma - 80

Attention Deficit Disorder - 71

Autism - 172, 195, 221, 275, 331, 333, 338, 341

Cancer - 115, 208, 211, 221, 251, 297, 313

Cerebral Palsy - 56, 66, 80, 83, 110, 127, 160, 163, 166, 172, 192, 195, 198, 207, 211, 214, 216, 221, 224, 229, 251, 272, 275, 296, 300, 302, 306, 308, 313, 328, 338, 341, 344

Cleft Palate - 221, 297, 328

Cystic Fibrosis - 80

Deafness - 56, 66, 110, 135, 166, 169, 195, 198, 201, 204, 207, 211, 214, 216, 221, 251, 256, 262, 264, 296, 299, 302, 313, 324, 326, 338

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